The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand and Other Commercial Subjects

Issued Monthly (except July and August) by The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.

BOSTON OFFICE ..... Statler Building, Boston, Mass.
CHICAGO OFFICE ..... 2500 Prairie Ave., Chicago, Ill.
SAN FRANCISCO OFFICE ..... Phelan Building, San Francisco, Calif.
CANADIAN OFFICE ..... 57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE, The Gregg Publishing Company, Ltd., Gregg House, 51, Russell Sq., London, W. C. 1, Eng.
AUSTRALIAN OFFICE, The Gregg Publishing Company (Aust.), 4 Nithsdale Street, Sydney, New South Wales
AGENCY FOR INDIA, Progressive Corporation, Ltd., Bombay

Subscription rates: One dollar, the year; ten cents, the copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

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Vol. XIII *September, 1932* *No. 1*

The Shorthand Adaptation

What It Is and How To Make It

By Arthur G. Skeeles

Supervisor of Writing, Columbus, Ohio

An address given before the Commercial Section of the North Eastern Indiana Teachers Association

THE meaning of the term "adaptation" as used in this paper is that given by Professor Henry C. Morrison, of the University of Chicago, in his book "The Practice of Teaching in the Secondary School." Professor Morrison defines it as "both the process and the result of the modification of an . . . organism so that the plant or the animal concerned is brought into a state of better adjustment to the environmental conditions which it must meet." "The essence of the adaptation is . . . that it represents a change in the organism itself . . . Thus the process of education or adjustment to life conditions is made up of adaptations, and the true learning products are for the most part true adaptations." (p. 22-23) In this definition Professor Morrison gives us a new definition of learning. We have sometimes thought of learning as something that the pupil takes on, or takes in—some addition to his stock of knowledge. Professor Morrison says that learning is a change in the learner, so that after he has learned he is a different being from what he was before, and that because of this difference he is better adjusted to life conditions, and better able to live in the situation in which he finds himself.

It is this "situation in which he finds him-

self" that determines the objective of the teaching and learning; for the purpose of teaching is to help the pupil bring about the adaptation to the situation, and learning is the adaptation itself. If the individual is perfectly adapted to his situation there is no occasion for teaching or for learning. Only a state of not being well adapted to a situation occasions learning. This may be brought about by a change in the environmental conditions. The oyster, for example, is quite well adapted to his situation, and the race of oysters has remained quite unchanged for ten million years. The horse, on the other hand, is the product of a series of adaptations made by the ancestors of the present noble but disappearing animal in the course of several hundred milleniums. When Eohippus found himself in a new environment, he had to make an adaptation. The advent of the automobile and the tractor seems to have brought about a condition to which the horse cannot adapt himself, and as a consequence is rapidly becoming extinct.

It is characteristic of man that he can adapt himself to conditions that he foresees, as well as to those that he experiences. So the pupil in our shorthand classes is adapting himself to meet conditions that he foresees will be met with in a few years. He or she will need food and raiment and a Ford. How shall these things be secured? In most cases—such is the dispensation of a kind Providence—only by work. What kind of work? One opportunity for remunerative labor is in doing shorthand work. Hence the adaptation which we are seeking to help our pupils to bring about in themselves is that which will enable them to survive in a business office. This adaptation, it may be said once more, is a change in the pupil. Therefore it is not something that we teachers can bring about without the advice and consent of the pupils. The pupils themselves must do the learning—make the adaptation. But we teachers can often assist materially in the process.

It is of course true that other abilities besides shorthand are needed in the office, and the adaptation will be incomplete unless those other abilities are secured. But in this brief paper we shall ignore such other abilities and deal only with shorthand.

How Make the "Shorthand Adaptation"?

Morrison says again, "In whatever type we are teaching, the critical question always is, What new attitude or ability am I trying to bring about in these pupils? What is the textbook content to be covered this term?" (p. 160) Our question, then, is, What changes must be brought about in these boys and girls in order that they may be able to hold positions and to draw salaries as shorthand writers in business offices? The bringing about of these changes becomes the Educational Objective of the shorthand teacher and learner.

In our thinking, and in much current discussion in press and from platform, there is confusion as to the distinction between the curriculum or course of study, the educational standards, and the educational objectives. Morrison says that "In the great majority of classrooms which one visits and in the great majority of programs of study which one reads, there are, strictly speaking, no teaching objectives set up. We are apt to find, instead, a list of things to be done, or a syllabus of ground to be covered, evidently in the hope that the pupil will learn something as he passes through the routine. "We have fractions in Grade 8" or "College English in Grade XII" is about as near as such schools approach the identification of their teaching objectives." (p. 159) Yet we would probably all agree with him when he says further, "Always and everywhere the starting-point of operative technique is the determination of the teaching objectives." (p. 160)

Dewey told us fifteen years ago one mark of a true educational objective when he wrote in "Democracy and Education," "An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of the given individual to be educated." (p. 126)

Our Objectives—What Are They?

Sometimes we think of our objectives as ground to be covered—half the Manual the first semester, half the second; so many pages of dictation the third, and so on. Such an outline has its place, but it manifestly is not an adequate statement of the objectives of the shorthand course; for some pupils might become competent stenographers without covering all this material, and many would not become competent stenographers even though they should cover it.

Another idea of objectives is in terms of standards. Our objective by the end of the first semester is to enable children to write a certain list of words correctly in shorthand; our objective by the end of the fourth semester is to enable them to write eighty words a minute and transcribe the notes correctly. Such standards are useful, and perhaps necessary. Yet even they are not enough. It is possible for pupils to pass our tests and yet not be competent stenographers; and it is possible for other pupils to become competent stenographers without being able to pass our tests.

The only adequate objective of teaching is the real objective of the pupil in learning —the making of the adaptation. In the case of shorthand that means bringing about such a change in the pupil, in his brain and nerves and muscles and whatever else your particular brand of psychology says is involved in learning, so that the pupil is able to survive in the situation in which he will find himself as a stenographer. All of you who have been stenographers know that even in the matter of shorthand, no adequate description of this adaptation can be given in terms of ground covered, or words-per-minute written.

Fit the Pupil for Real Life Situations

Suppose when you were a growing boy or girl someone interested in your development and welfare had asked the one responsible for your nutrition, "How is Little Freckle-Face getting along? Is he well nourished?"

"Oh, indeed he is," the food-purveyor might have replied. "Here is the menu we had yesterday. You see that for dinner we had vegetable soup, brown bread, roast beef, cabbage salad, and a glass of milk. Those foods contain all the calories and vitamines needed for health and growth."

But perhaps your well-wisher would not have been satisfied with this statement of the nutritional curriculum provided, and would have asked further, "But does the child eat well?"

"Yes," the provider might have replied, "he ate nearly everything set before him yesterday. Yes, he is a hearty eater."

This seems conclusive. You would have eaten up to the standard for a normal child, and it seems safe to conclude that the boy or girl who eats heartily will grow. Yet your nutritional mentor might have asked another question. He might not have been satisfied with the objective of providing food, or even with the objective of seeing that you ate it. He might have thought that the really important question was not whether you had enough food set before you, or whether you ate it, but whether you were growing. He might have been captious enough to say that no matter how excellent the quality of food that was provided, and how much you ate of it, the objective about which he was concerned was your health and growth. So in spite of the evidence that food was provided and eaten, he might have wanted another test — some evidence that you were healthy and growing. He might have insisted that there was something more important than food and feeding—and he might even have gone so far as to say that if you were not healthy and growing he could see no reason for exultation in the fact the food was good and plentiful, and that you ate it.

So the true objective of teaching is not to cover the ground specified in the curriculum, nor even to see that the pupils pass the test. These are necessary to learning, but they do not make sure that the adaptation has been made. We must look beyond the test which constitutes our standard, and take into account the later and more difficult test that awaits the product of our teaching—real life situations. It is life that tests both the subject matter and the teaching—both the teacher and the pupil. Our primary purpose is not to fit pupils to pass a formal examination; it is to adapt them to meet conditions as they will find them after leaving school.

This is why Morrison says that "The curriculum must be expressed in terms of the attitudes, abilities, and skills which it is desirable to establish." (p. 30) These attitudes, abilities, and skills are "the learning products which constitute that process of individual adjustment to the world which we call 'education,' and which are the objectives of teaching." (p. 21)

Concrete Objectives

What are the conditions found in offices which these pupils of ours must adapt themselves to? You are no doubt as familiar with them as I, but they may be stated about as follows: One or more persons will dictate letters and other matter at rates of speed usually not higher than one hundred words a minute and often considerably less. The vocabulary of any one dictator is likely to be limited to not more than two or three thousand words. There will be some technical words used, but the stenographer is not usually required or even expected to know the meaning, spelling, and shorthand outlines for these unusual words at their first occurrence.

Therefore, we may state the objectives of our teaching of shorthand as follows: To give our pupils the ability to write the two or three thousand most common words of the language in shorthand readily, at a speed of around one hundred words a minute.

Those objectives of the stenographer may be contrasted with the requirements for the reporter. The reporter must be able to write as fast as the ordinary speaker talks—say at least one hundred fifty words a minute; and he must be able to write a legible outline for any word used. This requires that an occasional outline for a new word must be constructed while writing at high speed.

Placed side by side, these requirements are as follows: The stenographer should be able to write at a speed of eighty to one hundred words a minute; the reporter, one

hundred fifty to two hundred. The stenographer must be able to write without hesitation two or three thousand words; the reporter perhaps six to ten thousand. The stenographer can construct outlines for unfamiliar words at his leisure, and usually has time to consult the textbook or the dictionary; the reporter must construct new outlines while writing.

How shall we know when this shorthand adaptation is made, since tests of words-per-minute are not always conclusive, and the test of office work is not always possible? Dewey suggests a further ability when he says, "All which the school can or need do for pupils, so far as their minds are concerned (that is, leaving out certain specialized muscular abilities), is to develop their ability to think." (D. & E., p. 179) Think about what? As we shall see, it is detrimental to speed to think too much about the shorthand which you are writing. The competent stenographer must write shorthand with very little thinking about it. But it is nevertheless true of the stenographer, just as it is true of other persons, that he needs to develop his ability to think. The thinking which he must learn to do is indicated by Morrison when he says, "The characteristic and most searching test of the pure-practice adaptation is ability to use the power to which it corresponds while something else is focal in consciousness." (p. 95) The test of the shorthand adaptation, then, is the ability to write shorthand and think about the matter you are writing. The shorthand writer, like the longhand writer, must be able to reflect as he writes.

Think for a moment how important this is for the stenographer. While the dictator is speaking, the stenographer needs to be thinking of the matter written, alert to catch and correct mistakes of grammar and word usage, sensing the place of this letter to the transaction to which it relates. The job of being a stenographer offers many interesting and profitable topics to think about, but only the stenographer who has made the shorthand adaptation is able to write shorthand and at the same time have time and mind power left to think about them. If he can do this, his value to his employer is much greater than if he is merely a recording and transcribing machine.

[How to make the adaptation will be discussed next month.]

A Birthday Celebration

BAY PATH INSTITUTE, Springfield, Massachusetts, celebrated its 35th birthday at its commencement exercises held July 23.

From the July issue of its student-body publication, "The Signboard," we get the following interesting historical sidelights on this famous institution:

First of all, do you know when, where, by whom, and why the school was founded? The answers are "1897"—"Y. M. C. A. Building, State Street, Springfield, Massachusetts"—"Myron F. Palmer, Edward A. Cooper, and Joseph D. Bates"—"Founded because the proprietors felt that there was a place in Springfield for a school of this character." The school was named "Bay Path Institute" because this first location was on the old "Bay Path" or path to Boston Bay.

Bay Path was housed in the Y. M. C. A. building for three years and, during that time, the Normal course was introduced. In 1900 the scene changed and, from then until the summer of 1921, the Whitney building was Bay Path's home.

In the fall of 1907, Charles F. Gaugh entered the Normal Department. Upon the completion of his course, he was retained as an instructor in the bookkeeping department—until 1911, when he became vice principal of B. P. I.

And, when we say 1911, we immediately think of Miss Julie C. Gaugh (since termed "The Mother of Bay Path"), who entered the employ of the school in May of that year as solicitor. Having a representative in the field was a new experience for B. P. I., so it was considered just a temporary arrangement, with the understanding that "if she made good," her services would be retained. She not only "made good" but "made best." Her grit and determination, her perseverance, her keen sense of humor, and her love of the school and of her work served her in good stead, with the result that she is now one of Bay Path's "priceless possessions."

Again the scene changes—this time to 180 Chestnut Street. Everyone was most enthusiastic about this "new, well-lighted, and well-ventilated building, arranged to avoid waste time and with possibilities for increased efficiency," which became Bay Path's home in the summer of 1921. It was in this new building that the first two-year Normal class—1922-24—started its career.

The 1922 classes were the last to receive instruction from Principal Palmer, for he passed away in September of that year just before the opening of the fall term.

Mr. Gaugh now became the principal of B. P. I., and Mr. H. M. Mumford, who had been head of the stenographic department for a year sometime before, returned as head of the Normal Department.

The move to 100 Chestnut Street, where Bay Path now stands, was made October 12, 1926.

Detailed Instructions for Using the "Gregg Writer" Credentials

By Florence E. Ulrich

Editor of the "Gregg Writer" Art and Credentials Department

IN part the credentials activity as it is now organized continues work that has been done in this department for nearly twenty-five years, but during the past year or more we have been very definitely recasting the service and broadening the program to make it more perfectly adapted to school conditions and give what we have been striving for but have not felt that we heretofore had—a *complete* and coherent system of awards which can be adopted by the school as standard accomplishment measures.

Now we have a series of tests and awards that give you the best progress marks for both the shorthand and typewriting divisions, and from the beginning of the students' work right through the course. For the best results we recommend the adoption of this program in its entirety as certain to contribute substantially to the success of your teaching.

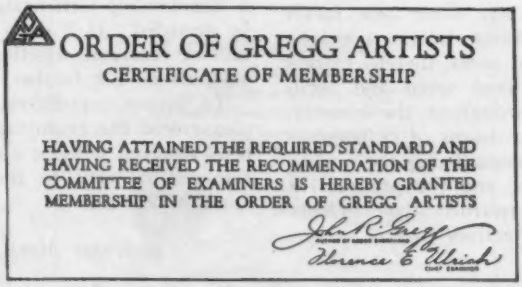
Shorthand Awards

The certificate series for the shorthand division includes these six progressive awards:

O. G. A. Certificate
Complete Theory Certificate
60-word Speed Certificate
80-word Speed Certificate
100-word Speed Certificate
120-word Speed Gold Pin

If your school is so organized that you have higher reporting classes you may add to these the 140-word Speed medal in silver, 160-word Speed medal in gold, 175-word Speed gold and enamel medal, and the 200-word Speed diamond medal or lavallière.

These represent standard objectives in the order of their listing, except that the 60-word speed certificate may, under certain conditions of teaching and in accordance with the program of your course, be made available before the Complete Theory Certificate. The 120-word award is in the form of a pin instead of a certificate, and its use would depend upon the organization of the school work and the graduation requirements.


ORDER OF GREGG ARTISTS
CERTIFICATE OF MEMBERSHIP

HAVING ATTAINED THE REQUIRED STANDARD AND HAVING RECEIVED THE RECOMMENDATION OF THE COMMITTEE OF EXAMINERS IS HEREBY GRANTED MEMBERSHIP IN THE ORDER OF GREGG ARTISTS

An O. G. A. Membership Certificate won by each of your students proves your teaching effective

Typewriting Awards

In this division, as in the shorthand division, sometimes the first speed certificate is earned before the final O. A. T. Certificate, the basis of which is style and arrangement of work, whereas the Competent Typist Progress Certificate is a technical speed certificate.

In the typewriting department the certificates run as follows:

Junior O. A. T. Certificate
Senior O. A. T. Certificate
Competent Typist Progress Certificate at 40 words a minute
Competent Typist Progress Certificate at 50 words a minute
Competent Typist Gold Pin at 60 words a minute

Typewriting speed certificates may be had at any higher rate that can be accomplished. We consider the 60-word speed the standard achievement in the schools and when it is reached the Competent Typist Pin is awarded.

New Features

New elements of this service that we consider very important are:

First.—The adoption of graded tests for the O. G. A., which makes it possible for the students to take them upon completion of the eighth Chapter of the Manual. Our position is that style develop-

ment must be carried on intensively early in the course, and the O. G. A. Certificate should therefore be the first objective of the shorthand writer.

Second.—The Achievement Record Album, which was devised for the first time last year, provides a convenient and attractive means of preserving the student's record of progress. If you have not seen these albums, we shall be glad to mail one to you. Space is provided for all of the certificates mentioned, and as each one is inserted in its proper place the student builds up an attractive display of his records. It also serves as a constant stimulus to him to complete the series of awards.

About the O. G. A.

The Order of Gregg Artists, since its inception in 1912, has been recognized as one of the most important factors contributing to practical and artistic shorthand writing, and has done more than any other one factor toward attracting attention to the necessity for correct execution of notes, thereby raising the standard of shorthand speed and accuracy in the schools throughout the country. Its use by teachers is a means of systematizing, definitizing, and standardizing the quality of work in the classes, and the progressive series of certificates awarded the students helps to make these objectives easy of attainment.

Standards

Winning the O. G. A. Certificate is a recognized testimonial of practical writing ability and has been made a requirement for graduation in many schools. Hundreds of O. G. A. clubs have been organized throughout the country, and the number of these clubs is increasing steadily every year.

The standard set for winning the O. G. A. Certificate is within the reach of each one of your pupils. All that is required of them is to develop a good shorthand writing style—a style that is dependable and essential to good stenographic work. A certificate of membership is awarded to anyone who submits a qualifying specimen of his notes in accordance with the conditions specified with each test, and written from the copy printed in the Credentials Department of the GREGG WRITER each month. It can be had after the eighth chapter in the Manual is completed.

The tests are judged on:

(a) The correct application of the principles.

(b) Smooth, even, and light lines secured by writing with an easy, fluent movement.

(c) Correct curvature, slant, and method of joining.

(d) Uniform size and proportion of characters and uniform spacing between outlines.

To those whose writing is fluent as well as correct, and where notes merit such recognition, the gold O. G. A. pin will be given with the certificate.

Submission of Papers

Either pen or pencil may be used in writing the specimen, but the writing should be done in a column two and one-half inches wide, preferably on ruled paper. Have your students practice the test until they secure a copy that represents their best writing style. Mail it to the editor of the Department before the twenty-fifth of the month following publication of the test you are submitting, together with the uniform examination fee of ten cents required for all tests submitted for Membership. This specimen will then be reviewed by the examiners, and, if it qualifies, a Membership Certificate in the O. G. A. will be awarded. If it does not qualify, the notes will be returned, together with criticisms and suggestions for further practice.

To insure expeditious handling of papers, please send the examination fee with them, as tests received without a remittance have to be returned or sent to the file until a remittance is received.

Superior Merit Certificate

To those who are exceptionally skillful writers, the Certificate of Superior Merit is offered. While notes accepted for this certificate are judged by the same basic qualities that determine the issuance of the Membership Certificate, the standard is very much higher, and the specimens must be written with ink. The examination fee is fifty cents. A detailed criticism is made on all papers not qualifying for the Superior Merit Certificate.

The style of writing necessary to become a teacher or reporter is the style required for the Superior Merit Certificate. Membership in the O. G. A. represents skillful execution, but membership in the "professional class" of the Order represents the highest degree of executional skill. It is a credential that should be held by every teacher of Gregg shorthand as a proof of skill.

School Club Prizes and Honor Roll

In addition to the certificates awarded, if ten or more specimens in any school club qualify, the writer of the best notes in the club will receive as a special prize the bronze O. G. A. pin; in a club of twenty qualifying specimens, the silver O. G. A. pin; in a club of thirty, the gold O. G. A. pin; in a club of forty, a beautiful jeweled O. G. A. pin set with emerald-green stones; in a club of fifty or more, the pearl O. G. A. pin; in a club of sixty or more, a Gregg Fountain Pen.

Teachers can procure, on request, a copy of the Credentials Booklet, telling about the club awards.

To the class in which one or more members secure O. G. A. Certificates, a beautifully engrossed Honor Roll will be mailed on which to inscribe from time to time the names of the students in the class that succeed in becoming members of the O. G. A. The Honor Roll is available to all teachers, and may be had for the asking.

Complete Theory Certificate

A Complete Theory Certificate is awarded to students who qualify on one of the five theory tests mailed from this office upon application by the teacher. Test blanks of two hundred words each embrace the various principles in the Manual and are designed to test the student's knowledge of shorthand theory immediately after completing the Manual. This certificate, evidence of ability to apply the principles of the Manual, is required for promotion and graduation by many schools. The passing grade to secure a certificate is 90 per cent; that is, twenty errors are permitted on the 200-word test. If a student fails to qualify on the first test, he may try the second, and so on—five tests will be issued this year. These test blanks cost ten cents each and the remittance should accompany the order. We shall be glad to have you avail yourselves of these tests.

Order of Artistic Typists

Someone has said that a good shorthand writer is only half a stenographer; a good typist makes the other half. Office production depends largely upon the efficient transcription of notes, and only the student who develops a high degree of skill in typewriting has completed the whole stenographic job.

The Order of Artistic Typists is an organization of typewriting professionals. The aim of the organization is to combine the indispensable qualities of speed, accuracy, and attractiveness of arrangement. The O. A. T. Certificates help to impress these factors on your students. They should know that there is considerable competition in the typewriting field, and the best typists win.

The GREGG WRITER proposes to make typewriting practice more interesting for the student by providing certificates and awards along the way. The first of these is the Junior O. A. T. Certificate. This certificate is available to the student who has finished the keyboard and is able to write a satisfactory copy of the Junior test published in the Art and Credentials Department each month.

Order of Gregg Artists

Certificate of Superior Merit

Leonard Cumming

having passed the prescribed test which discloses Exceptional Artistry in the writing of Gregg Shorthand, and having received the indorsement of the Committee of Examiners, is awarded this certificate as evidence of Superior Merit.

Have You Earned Yours Yet?

Senior membership is open to all typists who have reached a speed of at least forty words a minute on plain copy. Senior tests must be accompanied by a signed statement from you the teacher, to the effect that the candidate has attained this average speed in his class work, but the test submitted need not be timed, as it requires elements of arrangement that may slow the normal speed of the typist.

Observance of the few suggestions given here will be helpful in the preparation of the copy. We suggest that you post them on the bulletin board or have your students paste them inside of their typing texts.

Hints to Candidates

1. Read carefully the instructions given with the tests to be sure you understand what is required.
2. Keep margins as nearly even as possible.
3. Do not erase; erasures are not permitted.
4. Use good quality paper of regular letter size—eight and one-half by eleven inches (except where legal size is specified in the directions).
5. See that the ribbon used is capable of producing good, clear copy.
6. Arrange the Junior test on one sheet only. Each part of the Senior test requires a sheet, making two sheets to the test.
7. Indent paragraphs either five or ten spaces, but keep them uniform throughout the test. A lesser number than five spaces or a greater number than five, unless it be ten, should not be used.
8. Type a proper heading or caption on tabulated work. The wording must be clear and understandable, but it must be as brief as possible. Tests should be properly punctuated.

9. Center the heading or title of a test.
10. Double space always between paragraphs whether it be on single-spaced matter or double-spaced, but do not use more than two spaces.
11. Mail the papers to the editor of the Department with sufficient postage to cover transportation, and enclose your remittance to cover the fees. Papers may be foldel and sent in regular envelopes to reduce the cost of postage to a minimum, but they should be neatly folded—otherwise sent flat. Papers that are rolled usually present a very mussy appearance and detract from the neatness of the copy.
12. Type your name, name and address of your school, if you are attending one, and the date on each paper. If you fail to do this the paper may become detached and lost, in the event of which we cannot make a report.
13. Submit the test before the twenty-fifth of the month following its publication.
14. An examination fee of ten cents should be sent with each Junior as well as each Senior test, when both are submitted at one time for certificates. Certificates of membership in the Junior or Senior division, will be issued to all candidates whose work receives the approval of the examiners.

Junior and Senior tests are printed each month in the GREGG WRITER. These tests may be practiced as often as desired, but only one specimen of each should be sent to us. Directions for preparing the tests are given in connection with them in every issue of the magazine.

Club Prizes

Since the typewritten transcript is the substantial evidence of your student's ability as a stenographer, the artistic appearance of his work has a direct bearing on his success in qualifying for the first position. The cultivation, therefore, of artistry and neatness in typing is a very important element in practice work.

Bronze, silver, and gold O. A. T. pins, respectively, are awarded the writers of the best papers in clubs where ten, twenty, or thirty tests qualify for membership. Where fifty or more papers in a club qualify, the prize for the best paper will be a Gregg Fountain Pen.

Competent Typist Awards

Even before your students are ready for the Senior O. A. T. Certificate they may win the first Competent Typist Progress Certificate at 40 words a minute.

It is not enough to be able to arrange material artistically, and it is not enough to be accurate—business men are getting used to the idea of having speed *and* accuracy in typewriting and they insist on both. In many business offices it is more important to be a fast and accurate typist than it is to be a fast shorthand writer, because a considerable amount of typing must be done expeditiously and correctly. In our own office typists must be able to write a minimum of fifty words a minute with a very high degree of accuracy, and a greater speed is insisted on when it can be attained. The acquisition of speed is important in their training.

To each student who can, by repetition practice on the test published in the GREGG WRITER each month, write forty or more net words a minute for ten minutes with not more than five errors, the first beautiful Competent Typist Certificate in two colors will be awarded. This certificate is small, will fit in a card case, and is a testimonial of his typing speed at this point.

How the Student May Become a Competent Typist

He should practice the speed test given in the GREGG WRITER each month as often as desired, until he has attained the speed of forty net words a minute (200 strokes)—with not more than five errors for the Typewriting Progress Certificate, and 60 net words with not more than five errors for the Competent Typist Pin—but only one specimen of a given test should be submitted during any one month. The speed test submitted to us for certification must be written as a ten-minute test, subject to International Rules, and accompanied by the timer's personal affidavit.

A fee of ten cents is charged for examination of Competent Typist tests. A Typewriting Progress Certificate showing the actual speed attained on the test will be issued to all who pass at 40 net words a minute, and a gold C. T. Pin will be given to all who write at the rate of 60 or more net words a minute.

Rules for C. T. Candidates

These rules apply in all cases, whether the applicant submits a paper for the Certificate or for the C. T. Pin.

1. Any make of machine may be used.
2. Tests must be prepared from the monthly "Speed Test" published in the GREGG WRITER.
3. The matter may be and should be practiced intensively—written as often as the time limit for its submission will permit.
4. The test must be written on either letter-sized (8½x11) or legal-sized (8½x13) sheets, double-spaced between lines.
5. At the beginning of the first page, starting one-half inch from the top, show on separate lines:
   a. Name of typist.
   b. City and state (with local street or box number, if needed).
   c. Name of school attended.

   This information should be written before the signal is given for starting the actual test.

(*Continued on page 26*)

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

THE Business Institute of Detroit, Michigan, has moved into new quarters offering almost an ideal environment for its students. The Institute now occupies the entire eleventh floor of the Michigan Theater Building, 220 Bagley Avenue. Every effort has been made to create the atmosphere of the modern business office, rather than that of a school. Appointments of every kind are of the best, and the purchase of seventy-one new typewriters for the use of the students of the Institute in this time of depression is an indication of the interest taken in maintaining adequate and modern equipment.

In addition to the main school, there are four branches — two in Detroit, one in Pontiac, and one in Saginaw.

The Business Institute was incorporated in 1906 by the men who are still the owners and managers of the school. The president, A. F. Tull, the vice president, R. R. Old, and the secretary, E. E. Vantine, have for many years been recognized as leading educators in the state of Michigan and have been active in commercial education associations.

The Institute makes quite a point of preferring high school graduates, and states that during the past school year there were some four hundred students matriculating from colleges and universities in addition to over twelve hundred high school graduates. It is felt that the splendid background attained in the academic course enables the student of business subjects to get much more out of his specialized vocational course and to increase his chances of rapid promotion after graduation.

The Business Institute is to be congratulated on taking this forward step, which will mean better-trained students of business and higher standards of accomplishment.

MR. J. EVAN ARMSTRONG, president of Armstrong College of Business Administration at Berkeley, California, is expanding his organization this year to include a Junior College division.

The courses in the Armstrong Junior College are in accordance with the authority granted by the State Department of Education. They include certificate courses planned to meet the lower division requirements of the University of California in the College of Letters and Science, and the College of Commerce; and semi-professional courses in Accounting, Foreign Trade, General Business, Merchandising, and Secretaryship.

Mr. Armstrong has selected Asael B. Murphy, B.S., M.A., Ed. D. as Dean of the Faculty of the Junior College. Mr. Murphy will also serve as professor of Education and Social Science.

The many friends of Mr. Armstrong, throughout the country, will join with us in wishing him the greatest success in this new venture.

SALEM COLLEGE at Salem, West Virginia, has organized a department of Business Administration, headed by W. R. Harris, recently resident manager of the Drake College, Plainfield, New Jersey. Mrs. Harris is director of the department of Secretarial Arts, while Mr. Harris heads the department of Economics and Business Administration.

Although the new departments did not begin their regular functions until the fall term, summer sessions were given, Gregg Shorthand and typewriting being among the subjects offered.

ONE more city has fallen into line with those that have recognized the importance of commercial education and have appointed specialists as full-time supervisors and directors of commercial education. The Board of Education of Wichita, Kansas, has appointed H. S. Miller as Director of Commercial Education for its city schools.

Mr. Miller is a pioneer in commercial education in the Middle West. For several years he has been in charge of the commercial department of the East High School of Wichita. This summer he was honored by being sent as a delegate to the International Congress on Commercial Education. At the Congress he also represented the Department of Business Education of the N. E. A., as well as the Department of Business Education of the state of Kansas.

The Wichita schools have long been noted for the excellence of their work in com-

mercial subjects and this forward - looking movement on the part of its Board of Education is just another indication of the progressiveness of the teachers and administrative staff.

Director Miller, our best wishes to you and your associates!

ON May 15 and 16 the students, teachers, and citizens of Chisholm, Minnesota, held a celebration in honor of the twenty-fifth anniversary of J. P. Vaughn as superintendent of the Chisholm city schools. Under his capable guidance the Chisholm schools are carrying out a well-balanced program of curricular and extracurricular activities. Their pedagogic achievements have brought them state-wide recognition and praise.

Mr. Vaughn is among our nationally-known educators, and for years has been prominent in the affairs of the National Education Association and other educational organizations.

HIS many friends will join with us in rejoicing over the recent appointment of Mr. Louis J. Fish as Director of Commercial Education in the public schools of Boston, Massachusetts. His appointment represents a well-deserved recognition of outstanding service.

For a number of years Mr. Fish has been connected with the Boston schools in one capacity or another. For the past five years he has been Commercial Coördinator of the entire Boston school system. During a busy professional career he has found time to write a number of textbooks on business subjects.

Mr. Fish is a graduate of Gregg College and holds several degrees from Boston University and Northeastern University. In addition to his extensive experience in the educational world, he has had extensive business experience.

LYON COUNTY, Kansas, of which Emporia is the county seat, holds an annual spelling and ciphering tournament, participated in by public and private school students and the county at large. In the 1932 contest, the Emporia Business College spellers won the spelling event, spelling correctly a total of 284 out of a possible 300 words.

The winning team consisted of Franklin Meyer, Hutchinson; James Kealy, Emporia; and Neal Hanna, Emporia. Franklin Meyer and James Kealy tied for individual high point honors, each spelling correctly 96 out of a possible 100 words.

The ciphering contest, consisting of twenty problems, was won by the high school team, with individual high honors going to Ancel Drummond, of Americus.

Teachers' Certificates

SINCE the last list was printed the following applicants have been granted certificates in Gregg Shorthand:

Sister Mary Alacoque, Providence, Rhode Island
Sister Marie-Louise-Alfred, Coaticook, Quebec, Canada
Ada Allingham, Regina, Saskatchewan, Canada
Sister M. Ambrosia, Yarmouth, Nova Scotia, Canada
Jeanette Amerante, Springfield, Massachusetts
Marion G. Anderson, Northampton, Massachusetts
Mrs. Annie A. Armstrong, Fabyan, Alberta, Canada
Julia Margaret Atkinson, Springfield, Massachusetts
Martha L. Balcom, Macon, Georgia
Jettie Romayne Baldwin, Brattleboro, Vermont
Hazel Rich Barlow, Billings, Montana
Esther Barnett, Springfield, Massachusetts
Annie E. Barry, Montreal, Quebec, Canada
Margaret E. Bateman, Butte, Montana
Margaret Mary F. Bauby, Waterbury, Connecticut
Mary N. Bauer, Baltimore, Maryland
Donald Beman, Springfield, Massachusetts
Alice Benson, Springfield, Massachusetts
Madelyn Bergstrom, Cedar Falls, Iowa
Martha L. Blake, Springfield, Massachusetts
Ethel May Blodgett, Brattleboro, Vermont
Clarissa E. Boller, Greene, Iowa
Sister M. Bonaventure,* Kansas City, Missouri
Mary Louise Booe, Corpus Christi, Texas
Lois Marie Borndale, Duluth, Minnesota
Evelyn Brache, Springfield, Massachusetts
Ina M. Braden, Auburn, Maine
Mrs. Jean Braithwaite, Victoria, British Columbia, Canada
Ruby A. Breckenridge, Weyburn, Saskatchewan, Canada
Mrs. Florence D. Brewer, Rochester, Washington
Frances Brierly, Lawrence, Massachusetts
Dorothy E. Bright, Philadelphia, Pennsylvania
Leah E. Brightwell, Lynchburg, Virginia
Ruth M. Briscoe,* La Porte, Indiana
Marion Broege, Springfield, Massachusetts
Dorothy Brooks, Brattleboro, Vermont
Thomas W. Brownback, Philadelphia, Pennsylvania
Henry T. Bruno, Cloquet, Minnesota
Carolyn H. Burd, Cedar Falls, Iowa
John Burke, Springfield, Massachusetts
Helen Rachel Cady, Agawam, Massachusetts
Vivian R. Campbell, Northampton, Massachusetts
Blanche C. Carpenter, Brattleboro, Vermont
Letha Helen Carpenter, Jacksonville, Florida
Kathleen Carroll, Springfield, Massachusetts
Carrie J. Carter, Bangor, Maine
Kenneth F. Carter, Fayetteville, Arkansas
Marguerite H. Carter, Bangor, Maine
Hazel Frances Casey, Oakland, California
Letitia Casinghino, Springfield, Massachusetts
May Chalecki, Springfield, Massachusetts
Margaret M. Christie, Ottawa, Ontario, Canada
Rachel H. Clapp, Springfield, Massachusetts
Kelly Clardy,* North Little Rock, Arkansas
Kate Harrington Clark, Springfield, Massachusetts
Wendell M. Clark, Springfield, Massachusetts
Marcia Irma Cohn, Springfield, Massachusetts
Sarah Anne Conner, Glendale, California
Alice J. Cooke,* Springfield, Massachusetts
Margaret A. Crooks, Springfield, Massachusetts
Catherine R. Crosby, Brattleboro, Vermont
Irma Crowe, Perryton, Texas
Dorothy C. Crowley, Springfield, Massachusetts
Bessie Mabel Cushman, Auburn, Maine
Ruth Cutter, Springfield, Massachusetts
Agnes Dahowski, Northampton, Massachusetts
Sister M. Florita Darling, Alton, Illinois
Evangeline Rosamond Davis, Bangor, Maine
Charlotte Decrow, Bangor, Maine
Ann A. Dehmer, Marietta, Ohio
Edward J. Delaney, Springfield, Massachusetts
Mrs. Caroline K. Denke, Atlanta, Georgia
Muriel Deuse, Springfield, Massachusetts
Rose DeVito, Springfield, Massachusetts
Katherine M. Digby,* Webster Grove, Missouri
Caroline M. Dixon, Glendale, California
Frances C. Dodge,* Clinton, Iowa
Priscilla Dorr, Springfield, Massachusetts
Virginia M. Dow, Springfield, Massachusetts
Virginia Dowd, Springfield, Massachusetts
Emily Drew, Springfield, Massachusetts
Anne Dwyer, Dover-Foxcroft, Maine

(*Continued on page* 20)

* Gregg Normal Diploma

The Most Effective Use of the Typewriting Class Period

By Ivy L. Rady

Cedar Rapids Business College, Cedar Rapids, Iowa

TWO phases of this subject should be considered—the teacher's and the student's viewpoints. Let us consider, first, the *teacher's* most effective use of the typewriting class period.

Individual instruction in typewriting is not practical as a method of teaching. In the interests of economical school management, instruction must be given, principally, to the class as a whole.

During their first week I give beginners class instruction and dictation for most of the sixty-minute period in the morning, and after the first week, about thirty minutes of daily class instruction for six weeks. Then this class is capable of taking all drills and tests given to the advanced classes. For the next six weeks, the class retains its individuality on one day of the week, when the lessons of the next week's schedule are explained.

Two Methods of Teaching

There are two methods of teaching elementary typewriting today. By the first method, the *copy* is the objective; by the second method, *technique* is the objective.

With the *copy-objective method,* the student tries to write a perfect copy. If he fails the copy is attempted a second time and the student's nerves become tenser and tenser because of the fear of making an error. The determination to produce the correct copy forces him to proceed hesitatingly and slowly, to steal a few glances at the keyboard when the reaches are made, to push the key way down, and to dislike to release that key when once the finger has found the location. Much time may be spent on one exercise. Moreover, if a correct copy is produced, it means nothing, because the reaches, strokes, etc. were mostly made contrary to correct technique. This copy-objective method is inconsistent, for skillful performance is required before fundamental machine operative skills have been mastered. Why require a beginner to make perfect copies when the champion typists, after years of practice, continue to make many errors?

With the *technique-objective method,* emphasis is placed on becoming familiar with the machine and acquiring operative skill in its use. Better results are obtained when the mind concentrates on this one important aim. Neatness should be required, and accuracy should be sought for zealously, but not at the cost of correct technique.

The habits that are developed during the first week of training place their indelible stamp upon a student. The first month is the most important training period. Emphasis should be placed on technique, and the student should be relieved of as much nervous strain as possible. The instructor should not be too much concerned over the accuracy of the exercises written during this first month. As soon as the operative skill of this new machine has been acquired, the perfect copies will soon follow as a natural consequence.

In class dictation, the voice of the teacher greatly influences the student's finger response. If the dictation is given in a dragging tone, the student's fingers slowly push the keys *way* down, whereas a clear, quick, staccato tone causes the student's fingers to coil quickly off the keys.

During the first week or so of the beginner's training, better results in correct stroking are realized if the whole class and the teacher call the keys in unison. When each student thinks quickly and speaks in a quick, snappy tone, the fingers act more quickly and snap off the keys.

Class drills should be short, snappy, and intensive, and should not continue until the student feels a strain. In the middle of the class period, after some intense drill, allow the students to rest and relax for a minute or so. Allow them to rest their backs against the chairs, with the arms dropped by their sides. Students really enjoy a chance to assume the position that they are naturally inclined to assume when the teacher is not looking, such as crossing the feet, balancing the feet on the toes, or hanging them on the rounds of the chair. During this brief rest period the teacher may explain some lesson assignment or make some necessary announcements.

Each Drill Should Have a Definite Purpose

There should be a definite purpose for each drill. Beginners have a great deal to remember the first week. One definite thing

for them to concentrate on when taking different drills should be emphasized; say, the coiling, get-away stroke. Relaxing the wrists and holding them in a natural position. Resting and relaxing between strokes. Thumb spacing with a steady wrist.

Every advanced drill should also have some concentrated purpose, for instance:

1. Letter and figure exercises—for warming the fingers and reviewing all the keyboard.
2. Exercises combining each letter of the alphabet with every other letter of the alphabet—for every possible combination of letters.
3. Right- and left-hand words—for finger dexterity.
4. Double-letter words—for rhythm.
5. Short, high-frequency words—for fluency and a flash execution in one continuous motion.
6. Long words—for concentration.
7. Repetition of sentences and paragraphs—for stroking acceleration.
8. Five-minute writings on paragraphs, which are made up of common words often misused and misspelled—for a spelling drill.
9. Words or paragraphs—for evenness of touch; or let the concentrated purpose be "eyes on the copy," no matter what happens.

Error Analysis

On every fifteen-minute test, an analysis of all errors should be made by each student. This takes some time from the class period, but the results, comparisons, and analyses serve as an objective for the next day's practice.

An Error Analysis Chart, with the instructions for its use, is reproduced here. The form provides space for an analysis of twenty-one tests. The "Remedial Practice Guide" refers to "The Brief Course in Rational Typewriting."

In using the chart a note is made on scratch paper of all errors and the number of times the same error recurs. If these notes show that *s* was struck for *a* three times, then on the analysis chart a tiny notation of s^3 is made in the square opposite *A*. If *w* was also struck for *a* twice, the notation of w^2 is placed in the same square.

The "Remedial Practice Guide" suggests methods of remedying the various errors indicated.

Tests and Projects

The question of how often fifteen-minute tests on new matter should be given depends upon the aim of the individual school. Students in any contest must keep fit and continue their intensive training for weeks before the contest. To judge a student's speed by one test a month is unjust. At least one test a week should be given, though better results are obtained from more.

Each teacher must decide whether her students have time for tests every day or not, after considering how much other work—transcription, recopies, and copy work—is required of the student each day. I give fifteen-minute tests three times a week. On Tuesday and Wednesday these tests are new matter; on Thursday the test given as new matter the week before is tried again. Only the students who have completed their typewriting texts and have practiced the test as required are privileged to try the repetition test. Each paragraph of the past week's test is to be repeated again and again until it is written at least five times with no more than one error in each writing. This requirement gives the student a definite plan for his week's practice. A teacher may demand practice, practice, practice, but the student is not so interested and does not do the work so efficiently as when there is a concentrated purpose for the systematic practice.

The students are eager to compare the records of the first writing, when the test matter was new, with the results of the repetition writing. The repetition test proves to the students that they really have ability to make a decided increase in accuracy as well as strokes.

Time must be spent on other features than speed unless speed is the desired goal. A thorough knowledge of correct arrangement of business letters and forms, and ability to perform detail work accurately, neatly, and with a fair degree of speed are the important qualifications to insure success and justify the energy and time spent in typing classes.

Assuring the Student's Most Effective Use of the Typewriting Class Period

To get the best results from the class period the student's chair and table must be of the proper height, and correct position should be assumed. All teachers understand the importance of this well.

Each student should be assigned a certain machine for regular class periods. A student works better and feels better satisfied to be able to go into the typewriting room and take a place that he can call his own. This relieves the nervous strain that often accompanies new surroundings. A student becomes used to one machine, and another typewriter never feels the same and never acts quite like his own.

The student's mentality and concentrating powers, physical fitness, aptitude, and attitude are influencing factors. Inefficiency may be due to some underlying cause, such as low mentality, inaptitude, laziness, wrong attitude, ill health, heavy home responsibilities, or financial worries.

As soon as a student seems to be failing in his assignments, not only the surface de-

ERROR ANALYSIS CHART

LEFT HAND																							
A																							
B																							
C																							
D																							
E																							
F																							
G																							
Q																							
R																							
S																							
T																							
V																							
W																							
X																							
Z																							
RIGHT HAND																							
H																							
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P																							
U																							
Y																							
.																							
,																							
;																							
-																							
SP																							
SH																							
SO																							
MAR																							
OM																							
CR																							

CASE

DIRECTIONS

1. Place opposite each letter the character struck wrongly for it.
2. In case of transposition, also add a tiny *T* in the upper corner of the square.
3. Under *SP* (space) place the character preceding the spacing error, or a check.
4. Under *SH* (shift) place the character that was poorly made.
5. Under *SO* (strike-over) place the two characters involved, or a check.
6. Under *MAR* (margin) place a check for each faulty margin, including paragraphing.
7. Under *OM* (omitted) place the character omitted, or indicate the number of words.
8. Under *CR* (crowded) place a check for each error.

REMEDIAL PRACTICE GUIDE

(*References are to "New Rational Typewriting, Brief Course"*)

Case 1 indicates faulty location. Select suitable drills in Units 1-13.

Cases 2, 3, 6, and 8 indicate faulty rhythm. Select sentences or paragraphs in Units 15-20. Practice to slow count at an even stroking rate 20 to 50 strokes slower than your ordinary rate. Special attention to carriage throw.

Case 4 shows need of rhythm practice on shifting. Use Units 9 and 16.

Cases 5 and 7 indicate slipped attention, carelessness, and, probably, writing too fast. Practice on paragraphs for absolute accuracy is needed—Units 21-26 and alphabetical paragraphs. Need is to develop sustained concentration.

fects in typewriting technique, but the underlying causes should be studied. If the mental ability is not of high quality, the requirements of the assignments should be changed. Such a student is usually willing to plod along patiently and persistently and will learn only through an extra amount of practice.

Relieving Nervous Tension

It is most important to relieve the nervous tension under which beginners work.

The little annoying things that are apt to occur in the class period should be avoided. Many times a student's neighbor is very annoying. Sensitive persons are usually very self-conscious, and should never have another student who types much faster sitting next to them or even in the same row. The slower student attempts to go faster, and often an increase in errors is the result. The following illustration proves this statement:

A student had only three errors on all her text lessons, and two errors on 65 sheets of copy work. If the foundation for accuracy is laid by writing all lessons perfectly, according to some beliefs, then this student must have had the right training. When she went into the transcribing class she was seated in the back row along with some students writing from 15 to 20 words a minute faster than she wrote. The errors on her fifteen-minute speed tests suddenly increased. At first she and I were puzzled to know the reason for this increase in errors. She said that she was very nervous when taking the tests. Later, she was moved to a place where the students around her were typing at about her own speed. Her next fifteen-minute test showed a decided increase in accuracy and speed.

It is, indeed, surprising how so many little things irritate the beginner's nerves. The student's fingers often shake and quiver when he is conscious that the instructor is watching. Such a student's work should be observed at a distance, when he does not realize that he is being watched. Few typists can write at their best with someone looking on. One girl complained about a person across the aisle chewing gum. Perhaps some teachers would say, "These supersensitive students should become used to distracting surroundings, for they will certainly receive plenty of knocks when they go out into the business world." When one is very ill, does the patient suddenly become well and strong and, like the miracle of old, "take up his bed and walk"? No. A sick person ordinarily regains good health very gradually. So, a supersensitive student must become used to the business conditions gradually.

The girl who was so annoyed by the gum chewing completed her commercial course and secured a worthwhile position in a Chicago brokerage house. She did her daily tasks well in this busy brokerage office amidst many scenes of confusion and high tension.

Another beginner could not have people near, a condition brought about because of some tragedy in her life. She seemed to progress fairly well when sitting alone in her row, and near the inside wall, for then she was not conscious of anyone passing in the aisle.

Strive for Quiet and Order

Less noise in the typewriting room will also help to relieve the nervous tension. This is one argument in favor of the noiseless typewriters. The strain of listening to the click of many typewriter keys is confusing to some students. In time, they usually become used to the noise, but not always. Concentration amidst noise and confusion is especially difficult for older students, who for years have been used to a quiet environment when doing mental work.

Much noise and confusion often necessitate so great a concentration of attention that nervous fatigue is substantially increased.

Typists working in a noisy room exert far more pressure on the keys than when typing in quiet surroundings. Mr. Hossfield has said that only 6 ounces of pressure is needed to print a letter, but that the average typist uses 5 pounds—making tons of energy a day. One study showed that by reducing the office noises 15 per cent the production of typists was increased 5 per cent.

Lightening the Penalties Produces Better Work

The nervous strain may also be relieved by showing leniency in regard to the accuracy requirement. In the past, typewriting accuracy requirements have been the same for every student. The most intelligent, the normal, and the subnormal students were all—each and every one—required to produce the 100 per cent perfect copy. No other institution of learning has ever required every student to make, in any one study, a 100 per cent grade. This demand for five or ten perfect copies of an exercise has been proved a fallacy.

The next progressive step was a requirement of one to three perfect copies, the remaining copies of an exercise being allowed to contain from one to three errors. Later, some instructors tried dropping altogether the requirement of perfect copies, and allowed one error on each half sheet and two errors

(*Continued on page* 19)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Are We Making the Secretarial Course Live Up to Its Title?

ALTHOUGH we have been using the term "secretarial" as a substitute for the word "stenographic" for a good many years, it has always seemed to connote a great deal more in the way of knowledges, skills, and techniques than is suggested by the term "stenographic." In other words, the term has been used very loosely. It also has been understood rather vaguely. For example, the school that does no more than give a training in shorthand, typing, and a few correlated subjects, such as Business English, Spelling, Capitalization, and some of the other details of writing, often describes its course as "secretarial." That is going back to the primitive meaning of the term "secretary," which, as given in Webster's dictionary, is "one employed to write letters, orders, etc."

As a matter of fact there are roughly four interpretations put on the word "secretary":

1. The stenographer whose principal work consists of taking dictation and transcribing it, combined with a few matters of a routine nature, such as answering the telephone and filing correspondence. This work, after shorthand and typing have been fairly well mastered, is more or less mechanical, assuming that the stenographer has a fair command of the English language and the conventions of writing.

2. The stenographer who can perform services that require a certain amount of initiative or at least of planning and organization.

3. The stenographer who can undertake the responsibility of writing many letters himself without dictation, keeping necessary records connected with the employer's work, making engagements, answering the telephone, and who can decide on many matters that need not be brought to the employer's attention, such as meeting and disposing of callers, and a host of other duties that are integrated with a superior stenographic service.

4. The secretary who is an official of the organization. The latter, of course, do not come into our field of training; though it is possible, and there are many instances of secretaries having had experience with the activities mentioned in the third classification actually becoming officials of an organization.

It is to the third class that we should direct our attention if we are to live up to the requirements of a secretarial course in its true meaning. In fact, there is very little distinction in the first two classes mentioned; it is merely a matter of degree. But with the third class we have an entirely different situation. In this class we must first see that a high degree of skill is obtained in the technical subjects of shorthand and typewriting. Upon this must be erected a superstructure of information, knowledges, and skills that practically enable him to become an executive. The school that is paying all its attention to training for the technical skill subjects is losing a great opportunity for equipping its students to function in a higher type of position in which the pay is larger and the possibilities of growth are almost unlimited. To do this it is necessary that the student be given a background of business activities that parallel actual experience.

But to see the necessity for a more extensive training is one thing; to supply the materials and the instruction to make it a reality in practice is quite another.

Fortunately there is now available for the schools with the new vision well-organized material that gives both the background and the training necessary for the educational development of secretaries that will enable them to function effectively in the business world. This material is incorporated in the course of "Secretarial Studies," by John Robert Gregg and Rupert P. SoRelle, published by the Gregg Publishing Company. The course—it consists of a textbook, a book of laboratory materials,

a teacher's handbook, and a dictation book especially adapted to the purpose—has been adopted by thousands of private business schools, high schools, and colleges, and the educational results achieved more than justify the highest expectations.

"Secretarial Studies" undertakes the solution of three basic problems:

1. To give the student a useful workable background of business knowledge correlated with stenographic work.

2. To develop and perfect his ability as a shorthand writer and typist.

3. To provide sufficient laboratory work in solving definite secretarial problems to develop real business power.

It recognizes the fact that while shorthand and typewriting skill in a secretarial course are basic, this skill when acquired is, after all, only a tool. It is a means to an end. The secretary or stenographer of today is required to perform a variety of duties tied up with and clustering around his stenographic activities. Many of these are as important as shorthand and typewriting skill and can be better performed by the trained secretary than anyone else, because of their interlocking nature. The typical duties of the secretary have been selected with great care and woven into the textbook in such a way as to furnish a content that will be definitely valuable in any business and will develop the student's ability to grasp, analyze, and solve new secretarial problems.

An underlying thought in "Secretarial Studies" is that students must be led to *think*, and to translate their thoughts into action. The problems are practical and purposeful. They call for a struggle to find the right solution—give the student something "to bite into"—but the solution of each problem is one that the student feels he can reach and which, when solved, gives him the conviction that he has succeeded in a worthwhile achievement.

The book is so simple in treatment, however, that it is well within the range of the average student's ability. We believe it will do more to make the secretarial course live up to the title than any other book that has been published.

Obituary

George B. Allen

A DEEP loss is being felt in the ranks of Southern educators because of the death of George B. Allen last June. Mr. Allen was considered a leader in adult education both in Nashville, Tennessee, where he was principal of Watkins Institute for many years, and in the larger cities in the East where the work of the Institute has gained recognition. His success was attributed to his love for school work and his sympathetic understanding of the problems of those seeking adult education.

We extend our heartfelt sympathy to the members of his family and to his friends.

William F. Bennyhoff

THE host of friends of William F. Bennyhoff, veteran educator and pioneer Gregg writer, will be grieved to hear of his sudden death in June at his home in Santa Rosa, California.

For the past twelve years Mr. Bennyhoff was head of the commercial department of the Santa Rosa High School and principal of the Santa Rosa Night School.

He was a native of Wisconsin and sixty years of age at the time of his death.

Mr. Bennyhoff's teaching career started forty years ago with the Packard Commercial School, New York City. From this school he went to San Francisco and joined the faculty of Heald's Business College, where he remained until his appointment in 1920 to the Santa Rosa High School.

Surviving him are his widow, Olive Bennyhoff, three daughters, one son, two brothers, and one sister.

Mr. Bennyhoff numbered among his personal friends many prominent educators and business men in all parts of the United States, who received their business training under his supervision and who now honor the memory of this outstanding educator.

Joseph Pickett

JOSEPH PICKETT, for thirty-six years principal of the Northampton Commercial College, Northampton, Massachusetts, died on May 13 at the age of 64. He leaves his wife, Mrs. Nannie (Sydnor) Pickett, a daughter, four sisters, and a brother.

The Northampton Commercial College was his commercial alma mater. He bought the school shortly after his graduation, and later took into partnership with him for a few years John L. Hayward, who is now principal of the commercial high school of Somerville, Massachusetts. His brother, John E. Pickett, has been assistant principal of the college for the past eleven years.

Mr. Pickett was one of the first to appreciate the pedagogic value of music as an aid

in the teaching of rhythm in typing. With a well-rounded course of study, an able faculty, and sound business methods, he built up his school from an initial enrollment of 12 students to a yearly enrollment of from 500 to 600 students.

In the death of Joseph Pickett commercial education has lost an administrator and teacher of sound judgment and broad vision. Our deepest sympathies are extended to his family.

Bert Tharp

OUR readers will be grieved to learn of the sudden and tragic death of Bert Tharp on May 5. Mr. Tharp was almost instantly killed in an automobile accident near Portland, Indiana, while on his way to work.

Mr. Tharp was educated in the public schools of Indiana. For a number of years he taught in the public schools of that state, and in 1908 became associated with The Gregg Publishing Company as a field representative, visiting schools in practically every state in the Union.

Several years ago Mr. Tharp discontinued the work he had done so well for so long in order that he might have more time at home with his family. For some time he was associated with the Indiana Business Colleges. During more recent years he has been with Prentice-Hall, Incorporated.

Mr. Tharp was well and favorably known to hundreds of commercial teachers and school executives throughout the United States. Probably no other commercial publisher's representative had so many close personal friends among those engaged in business education. He was a brother of Dr. Earl Tharp, head of the Stenographic Department in East Side High School, Newark, New Jersey.

Besides his wife and daughter now living in Muncie, Indiana, and his brother, Mr. Tharp leaves a host of friends to mourn his departure. To Mr. Tharp's family we extend our sincerest sympathy; with his friends we share a great sense of loss.

The Most Effective Use of the Typewriting Class Period

(*Continued from page* 16)

on a full-sized sheet. A deduction of 1 or 2 per cent from the lesson's grade was made for each error.

The results with the accuracy plan that we are using now in our school are very gratifying. More students complete their assignments on schedule time, and are just as accurate and speedy as the students in former classes trained under accuracy requirements that were not so lenient.

Grading Class Work

On the keyboard lessons, we allow three errors on a half sheet. The half sheets have from six to ten double-spaced 60-space lines. A deduction of 1 per cent from the lesson's grade is made for each half sheet having errors — not 1 per cent for each error, but 1 per cent for any half sheet having either one, two, or three errors.

On all text assignments subsequent to the keyboard lessons, two errors are allowed on a half sheet and three errors on a full-sized sheet. A deduction of 1 per cent is made then for *each* error. On every text lesson not completed on schedule time, 5 per cent is deducted.

The capable student usually completes all his manual lessons with an accuracy of from 100 to 97 per cent. The poor struggling student tries hard to finish his lessons for each week on schedule time, with perhaps one to three errors checked on several sheets, or sometimes on every sheet. The latter's text lessons may be completed with an accuracy from 95 to 85 per cent, and this student does not become discouraged, but feels perfectly satisfied with the school work when his week's assignment is completed on schedule time. He would like to work for the 100 per cent accuracy, but prefers to have a 95 to 85 per cent accuracy and be able to accomplish all the requirements for his class as scheduled.

Transcribing Under Tension

Again, some of the student's nervous strain felt when transcribing notes taken in the first dictation class should be relieved. In the first place, before the student comes to the typewriting room, his nerves are tense over the shorthand dictation. In the second place, when transcribing under the limit of one period, the student's nervous tension is greatly increased. Have you a real, live, mental picture of this nervous type of student, who is only *beginning* to learn how to transcribe? If so, add a little more to this intense nervous tension by requiring that all letters must be *absolutely perfect!* Failure to type perfectly all the letters means perhaps a lost credit for that day. That one day's credit may be neces-

sary for promotion to the next dictation class. If the student fails today, then he has not met his requirements for promotion. This means that he may be required to remain in the first dictation class another week or two, or until the next promotion day.

Usually, a student's pride is somewhat hurt when he is not able to progress along with other members of his own class. One of our students of about eight years ago told me recently that her stenographic course at the business college was the hardest thing she ever did in all her life, because she was under such a nervous strain. She was determined to keep up with her class. Pride would not let her fall behind. But now as she looks back over those school days she realizes how much better it would have been to have dropped back with a slower class.

When under such a nervous tension one does not think or reason clearly. Much doubt in regard to correct spelling would be overcome were the nerves steady and calm. Students are constantly stopping their typing to consult the dictionary, especially for derivative words. They cannot think whether *r* is single or double in "offered" and "offering," and in "referred," "referring." Under these conditions the fingers are sure to make a few errors during that hour's transcribing time. This nervous strain also causes an uneven touch in the transcripts.

How are we teachers going to help to relieve this nervous strain so that the students will use the class period more effectively?

Instead of requiring the perfect transcript, allow a checked error on each letter or article, and make no deduction from the grade because of the error. A student always earnestly tries to make a perfect copy and does not have a checked error unless it is necessary.

If the letters are not all transcribed at the close of the period, give the student an opportunity to complete them during another period. As soon as he finds out that the task of transcribing all his notes is not so impossible, he gains confidence in himself, and in a few days will be completing all the letters before the end of the regular transcribing period and will have extra time to do some other work.

Steps of Progress

We have taken important steps in making the most effective use of the typewriting class period—from the early days of experimental methods of teaching typewriting, with no supervision of a class period—the student's only source of instruction being what he himself acquired from his small textbook—to the introduction of the typewriter companies' ten-minute speed tests once a month; then a few daily drills for five or ten minutes; the international speed contests, and the many benefits derived from demonstrations of the visiting champion typists; and now all-time supervision of the classroom with the daily class instruction. But there is still work to be done—let's keep on progressing!

* * *

Teachers' Certificates

(*Continued from page* 12)

Stora William Emmett, Bangor, Maine
Sister M. Fabian, Niagara Falls, Ontario, Canada
Mary A. Flavin, Northampton, Massachusetts
Edna L. Fuller, Springfield, Massachusetts
Katherine M. Gailey, Old Orchard, Maine
Lillian Gareau, Hyacinth, Quebec, Canada
Geraldine Gates,* Adair, Iowa
Zita D. Genovesi, Springfield, Massachusetts
Mary K. Geza, Springfield, Massachusetts
Sister M. Pierre Gieske, O.S.U., Alton, Illinois
Thurley Reed Giles, Auburn, Maine
John Norbert Gill, Springfield, Massachusetts
Virginia Gilliland, Fort Worth, Texas
Ruth V. Glipin, Springfield, Massachusetts
Ruth E. Givens,* MacDonald, West Virginia
Frances T. Gold, Northampton, Massachusetts
Dorothy Graham, Philadelphia, Pennsylvania
Edna Graham,* Wallace, Idaho
Hurley Graham Grant, Auburn, Maine
Ethel Gratchen, Springfield, Massachusetts
Helen Graney,* Perry, Iowa
Imogene Graves, Philadelphia, Mississippi
Anna L. Gray, Northampton, Massachusetts
Ruth Greear,* Purden, Missouri
Sister Mary Gregoria,* Chicago, Illinois
Madalin Gross, Philadelphia, Pennsylvania
A. Doris Guernsey, Springfield, Massachusetts
Ruby E. Gustafson, Springfield, Massachusetts
Bernice Hackley, Granite City, Illinois
Marian Hagen,* Maywood, Illinois
Esma Nason Hall, Springfield, Massachusetts
Madelyn Alyse Hall, East Cleveland, Ohio
Norman Charles Hall, Springfield, Massachusetts
Gokia G. Hamlin, Bangor, Maine
Dorothy M. Hammon, Colorado Springs, Colorado
Mae M. Hanlon,* Cherokee, Iowa
Alta E. Hanna, East Sullivan, Maine
Julia Marion Hanna, E. Sullivan, Maine
Helen C. Hanson, Plevna, Montana
Dale Thomas Harris, Brattleboro, Massachusetts
Mrs. Nellie W. Harris, Plainfield, New Jersey
Louise Marie Harper, Worcester, Massachusetts
Gilbert Shaw Hart, Halifax, Nova Scotia, Canada
Hazel Adella Hathaway, Worcester, Massachusetts
Kathleen E. Hayes, Springfield, Massachusetts
Geneva M. Hodgkins, Bangor, Maine
Mary E. Hehir, New Britain, Connecticut
Esther Heller,* Grand Forks, North Dakota
Rosel Anna Hempstead, Springfield, Massachusetts
Hattie E. Henn,* Denmark, Iowa
Ada A. Henson, San Francisco, California
Florence Herman, Philadelphia, Pennsylvania
Mrs. Lucile Herron, Little Rock, Arkansas
Gaylord F. Hill,* Chapman, Kansas
Mable Hill, Fort Worth, Texas
Dorothy Eleanor Hons, Germantown, Philadelphia, Pennsylvania
Lilyan B. Horwitz, Springfield, Massachusetts
Easter Hostetter,* Valier, Montana
Marjorie A. Hubbard, Northampton, Massachusetts
Vera M. Huggins, Springfield, Massachusetts
Helen C. Hurley, Auburn, Maine
Elizabeth Irwin, Philadelphia, Pennsylvania
Dorothy Mae Jackson, Worcester, Massachusetts
Jean Jeffers, Cedar Falls, Iowa
Louise Jones, Memphis, Tennessee
Louise F. Jones, Philadelphia, Pennsylvania
Margaret Jones, Springfield, Massachusetts
Arthur V. Just, New York, New York
Edith Kalista, Springfield, Massachusetts
Genevieve Neal Kearse, Spartanburg, South Carolina

(*Continued on page* 40)

*Gregg Normal Diploma.

Trends in Business Education Certification

By E. L. Kelley

Professor of Commerce, State Teachers College, Maryville, Missouri

THE trends of business education certification in recent years may be likened to feathers fluttering in the air. When the wind changes, the feathers change their course. A change in our educational conditions, brought about by changing economic organization and distribution, necessarily requires corresponding changes in business education and consequently in the certification of its instructors, if the needs of modern economic business life are to be met.

Too Many Types of Certificates

The great difficulty which has arisen in certificating instructors of business education is due to the large number of different types of credentials provided and the intricate regulations governing them. There are too many types of credentials and the regulations governing them are not yet logical. There has, indeed, been set up, through use, two standards of certification for business education teachers — the general secondary certificate and the special business education certificate.

The general secondary credential, in many states, authorizes the holder to teach any subject in the secondary schools, regardless of his training. This means that every teacher specifically trained for elementary work is in competition for positions with the vast number of teachers holding general secondary certificates, as in California. It also signifies that there is little specific training for subject fields. In a word, it means that teaching has not yet become professionalized. It goes back to the old assumption that a general education is all that is needed for teaching.

"General" Certificates Losing Favor

There is a general trend now toward abolishing the "general" or the "blanket and semi-blanket" certificates. With the abolishment of these forms of certificates, many advantages present themselves. Such procedure will eliminate, to a great extent, many of the unqualified, untrained instructors that we now have in our schools. It will also prevent an instructor's teaching out of his field. Some states have already made such forward steps, as, for example, North Carolina. In this state, certificates are issued upon the basis of one's training. Before the type of certificate to be issued can be determined, it is necessary to have a record of all training forwarded direct to the State Superintendent of Public Instruction from the institution in which the training was obtained.

North Carolina seems to be the leader in the field for the specialization type of certificates. An excerpt regarding high school teachers' certificates from the "North Carolina Regulations Governing Teachers' Certificates" states that "High School Teachers' Certificates issued as of July 1, 1931, and thereafter will be based upon graduation from standard four-year colleges. After that date blanket certificates will not be issued. The subject or subjects for which certificates are granted will appear on the face of the certificate. It is highly desirable that each applicant meet the requirements in two or more teaching fields." It is reasonable to assume that this type of certificate will cause a more specialized, better preparation for the future teachers accepted into the teaching profession. It also sets a minimum of objective toward a more definite goal for those students now in training who will be the teachers of tomorrow.

Special Certificates Being Issued Business Teachers

Maryland is following in the steps of North Carolina by requiring a special business education certificate based upon a minimum of four years of college training. This certificate is issued to business education instructors in lieu of the blanket certificate now issued to those teachers in the academic field. There seems to be a tendency in most states toward this specialized subject certificate, although most of them have not yet succeeded in standardizing it.

As another indication of the upward trend of certification standards, it was found that certificates granted solely upon examination are also decreasing very rapidly. This burdensome method of certification has made it necessary to set up new standards of a more definite type of college work which will lead to the desired certificate. Scholarship prerequisites, measured in professional or academic courses pursued in higher institutions of learning as specialized training, are required for certificates corresponding to the type of work necessary in the field of their

validity. As these standards are established, more certificates of superior quality are being issued. Teachers, supervisors, and administrators of business education must now prepare for their vocation in higher institutions of learning almost exclusively. Such dominant forward "up-grading," as the elimination of the examination certificate, is materially increasing the qualifications of instructors and the quality of the instruction given.

Standardizing Certification

In order to make the requirements for the various certificates standard within the respective states, the boards of education of the states have drawn the bulk of the issuing authority to their offices. Practically all of the states have placed authority for issuance of certificates in the hands of their state boards, the correct and proper place for such centralization of authority for issuance of the certificates. Such centralizing of authority by the states is rapidly causing the entrance requirements to the teaching profession to be raised appreciably.

The issuance of certificates to tide over local emergencies is left to either the local superintendent or the State Department of Education. This is more often left to the local authority, since the immediate need usually comes first to his notice. The qualifications required for such emergency certificates are set up usually according to state requirements.

Requirements for Business Education Certificates

It has been found that the issuance of business education certificates was based upon requirements ranging from mere examination to forty-five months of training in a higher institution of learning, with graduation from a four-year secondary school as a prerequisite. The examination method of certification is rapidly being dropped, and with the increasing uniformity of standards certificates are being accepted on more even terms between the states.

In comparing the aims and objectives of business education, it has been found that the old aims and objectives had been retained for the most part and substantially supplemented with newer aims and objectives. At present it is more important than it ever has been that the person going out to meet life should be fully equipped and specialized along some line of work. If he is going into an office, he must, in order to be successful, know something of business procedures. The business education departments of the schools are coming to realize more strongly that they must give the student something practical—something that will help to fit him into the type of work which he wishes to follow. In order to do this, the instructors must be well trained and efficient and a realization of this fact is leading to a demand for business education instructors with high qualifications and training.

What Is "Adequate" Training?

In all states business education certificates are issued to those students with "adequate" training. There is a wide variation from state to state relative to the training which constitutes an "adequate" amount. It is interesting to note that the following states require the minimum of a baccalaureate degree for teaching business education in their schools: California, Louisiana, Maryland, Minnesota, North Carolina, Oregon, Rhode Island, and Washington. On June 30, 1932, New Jersey was added to this list, and on September 1, 1932, Pennsylvania and Kansas were annexed. Only a few states issue business education certificates upon a basis of less than two years of college training. This shows a constantly increasing prerequisite for certificates of business education instructors. This noticeable increase toward higher scholarship requirements is resulting in the decreasing of quantity and the increasing of quality of business education instructors. There is also evidence of the requirement of more and definite professional training for certification.

Confusion of Terms

Each state has selected the number of and terms by which to designate the certificates issued. Some states issue a large number of different kinds of certificates, while others issue only a few. There seems to be no homogeniety among the states, either in the names used or in their significance; nor are any principles followed which control the naming of certificates. The acquaintance with the names and provisions of certificates in one state is of little assistance in interpreting those of the other states. A first-grade certificate in one state may be equivalent of a life certificate in another state so far as qualifications demanded for or validity of the certificate granted is concerned.

In addition to the wide variation of requirements for certificates, there are a variety of terms used throughout the country. "Certificate" is the most common; "license," "diploma," and "permit" are others, the latter being used in the same sense as temporary or emergency certificate or license. "Stand-

(*Continued on page 39*)

CONVENTIONS

National Education Association Department of Business Education

Atlantic City, New Jersey, June 28, 1932

IN the absence of Albert E. Bullock, director of the Division of Commercial Education of the Public Schools at Los Angeles, California, and president of the Department of Business Education, the meetings for the Department were presided over by the vice president, Miss Helen Reynolds, associate professor of Secretarial Studies at Ohio University, Athens, Ohio.

First Session

Greetings were extended by Dr. Earl Tharp, East Side High School, Newark, New Jersey, the president of the High School Commercial Teachers' Association of New Jersey. Dr. Tharp called attention to the added importance attaching to the proceedings of the Department because of the problems arising from the present economic stress.

Since all of the addresses given at this session are to be published in full in the N. E. A. Yearbook, only a brief résumé of each address is given here.

WHAT EACH AND EVERY CITIZEN SHOULD KNOW ABOUT BUSINESS—*Dr. Lee Galloway*, vice president of Alexander Hamilton Institute, New York, New York. Dr. Galloway urged a continuing analysis of the economics of production and distribution. Business provides a guarantee against institutionalism and stagnation in democracy. Business functions have a part in all man's activities. The study of business is changing from a mere study of the structure of business to a functional study. Dr. Galloway wants to see a social awareness brought out in all teaching of business.

FOR WHAT PRINCIPAL KINDS OF BUSINESS POSITIONS ARE HIGH SCHOOL GRADUATES WANTED? TO WHAT EXTENT AND IN WHAT WAYS, IF ANY, IS SPECIAL OR TECHNICAL BUSINESS EDUCATION NEEDED?—*Eric Nicol*, Personnel Manager, Western Union Telegraph Company, New York, New York. Schools are limiting commercial education too much to shorthand, typing, and bookkeeping. High school graduation is pretty generally required for entrance into business positions. Many high school graduates are employed who have had no special business training in school. Business men look first for such qualities as reliability, integrity, enthusiasm, helpfulness, and good health. They are not so much interested in the knowledge or skill that the student has acquired in school as they are in the student's personal qualities. These qualities can be developed in the classroom through the right kind of teaching.

LOOKING AHEAD IN BOOKKEEPING AND ACCOUNTING INSTRUCTION—*Charles E. Bowman*, head of the Commercial Department of Girard College, Philadelphia, Pennsylvania. The modern texts in bookkeeping and accounting are quite different from the older texts, which encouraged the teacher to be a checking clerk rather than a teacher. Much more attention is being paid to the teaching of the reason *why* than to the *how* in bookkeeping and accounting, the objective being the development of an intelligent attitude towards business records. More emphasis, therefore, is being placed on principles and their application to practical problems and less on mechanical skill and the mere keeping of books of record.

LOOKING AHEAD IN SHORTHAND AND SECRETARIAL INSTRUCTION—*Helen Reynolds*, associate professor of Secretarial Studies, Ohio University, Athens, Ohio. Miss Reynolds voiced her belief that the secretary of the future will be a superior secretary. Instruction will be characterized by better organization and methods so that secretaries will have those personal attributes and attitudes toward their work necessary to achievement on a higher plane. There will be higher standards of attainment. Teaching will be less

in terms of words per minute and will look more closely to the quality of the transcript.

Looking Ahead in Office Practice Instruction (Including Both Bookkeeping and Shorthand Groups of Pupils)—*Raymond C. Goodfellow,* director of Commercial Education, Public Schools, Newark, New Jersey. Courses in office practice must be broader than they are at present. Personal efficiency should be the goal of all office practice students. Liking people and being liked by people are the most valuable assets a young person can possess. The Lord and Taylor chart of attitudes should be incorporated in every office training course. The needs of the community should be studied and a business survey made in the locality in which the students are being trained.

Discussion—Led by *John G. Kirk,* director of Commercial Education, Public Schools, Philadelphia, Pennsylvania. Mr. Kirk commented most ably on each of the papers and recommended a general program of progress consisting of, first, a revision of objectives; second, a reorganization of content and materials; third, a revaluation of methods; and fourth, vocational guidance.

Luncheon Conference

This conference was presided over by Thomas L. Husselton, executive manager of the Atlantic City Chamber of Commerce.

Looking Ahead in Business Education—*John A. Stevenson,* vice president, Penn Mutual Life Insurance Company, Philadelphia. Mr. Stevenson is convinced that teachers of business will make a real contribution to the solution of present-day problems. Advancement will come both through the setting up of a wider variety of objectives and in more effective teaching. Teachers ought to take into consideration the increasing proportion of workers employed in distributive occupations. Our graduates should know more about general merchandising principles and the fundamentals of economics. The secondary school business course should take into consideration the fact that most of the business executives of the future will come from the high school rather than the college. Teach intellectual honesty.

Bon Voyage—Following Mr. Stevenson's address, *Earl W. Barnhart,* chief of the Commercial Education Service of the Federal Board for Vocational Education, Washington,, D. C., spoke of the origin and purpose of the International Society for Commercial Education, stating that at the conference of the Society in Amsterdam, Dr. John Robert Gregg was elected president of the American delegation of the Society. He then extended to Dr. Gregg the well wishes of the members of the commercial teaching profession and bade him Bon Voyage upon the eve of his departure for London to attend this year's conference.

Response to Bon Voyage—*Dr. John Robert Gregg.* The International Society for Commercial Education, through its annual conferences, is giving us all a broader viewpoint of business and of the type of education necessary to equip students for participation in business. The whole world is an economic unit, and it is very necessary for each one of us to understand the aims of business education from this broad economic standpoint. With this understanding will come advances in our methods and a broadening of the commercial course of study.

In the conferences of the International Society for Commercial Education, one of the outstanding features has been the wholehearted coöperation between business men and educators. This was especially noticeable at the Amsterdam Conference. The business men of England, Germany, France, Holland, and other foreign countries seemed to be cooperating with the schools constantly, visiting them and telling them just what kind of instruction they want the schools to give in order to turn out a superior product.

Second Session

Looking Ahead in Education for Selling Occupations—*Earl W. Barnhart.* Mr. Barnhart pointed out that according to the 1930 census two million people are engaged in direct selling, with many more in related work. Present-day textbooks on the subject of selling are written from the standpoint of the vendor. The new conception of the subject will be from the standpoint of service to the community—service to the buyer. More intelligent and effective training for selling will be the next major development in the secondary school program.

Looking Ahead in Junior Business Training Instruction—*Frederick G. Nichols,* associate professor of Education, Graduate School of Education, Harvard University, Cambridge, Massachusetts. There are no "inherent values" in this subject. To be achieved desirable outcomes must be consciously striven for. It is what this subject does to the pupil, not the few facts he learns, that really counts. It should produce desirable changes in the pupils' attitudes, points of view, and habits of thought regarding social, civic, and personal matters; afford try-

out and exploratory experiences; assist in vocational guidance and counselings; lay a foundation for further business training; and arouse an interest in a business career of more than temporary importance. Business calculations and business writing should be an integrated part of this subject.

LOOKING AHEAD IN SOCIAL BUSINESS INSTRUCTION IN SECONDARY SCHOOLS—*Herbert A. Tonne,* assistant professor of Education, School of Education, New York University. Dr. Tonne enumerated a number of possibilities for progress. The economic education of commercial students should be strengthened. Commercial education should be made a part of many other types of education. It makes little difference in what department a social subject is offered. The subjects should be taught by the best teachers, regardless of the department in which they teach.

POSSIBLE SERVICES OF THE DEPARTMENT OF BUSINESS EDUCATION TO BUSINESS TEACHERS—*Albert E. Bullock.* In Mr. Bullock's absence his paper was read by *Foster Loso,* of the Thomas Jefferson High School, Elizabeth, New Jersey, secretary-treasurer of the Department of Business Education. Up to this time the Department has been regularly conducting its meetings in connection with the annual conventions of the National Education Association, but the Department has never been organized in the sense of having a constitution, by-laws, a list of members, etc. The need for such organization has become apparent, and prominent teachers in almost every state have consented to undertake the building up of a membership.

Mr. Bullock anticipates that the newly-organized Department will make a real contribution to the cause of commercial education in making helpful material available to teachers everywhere; in keeping such data up to date through the issuance of loose-leaf supplements; in the publication of abstracts of many valuable papers on file in governmental departments; in the publishing of reading lists, the issuing of bulletins; in having an organization able to speak for the whole commercial teaching profession, and in many other ways.

REPORT OF THE CONSTITUTION COMMITTEE—*Helen Reynolds,* chairman. A Constitution and By-Laws, prepared by the Constitution Committee, was read at the meeting by the chairman, Miss Reynolds, and laid on the table for action at the next annual meeting of the department. The secretary was instructed to send each member of the department a copy of this Constitution.

Officers for Next Year

President, Paul S. Lomax, Professor of Education, New York University, New York City

Vice President, Benjamin R. Haynes, Director of Business Teacher Training, University of Southern California, Los Angeles, California.

Executive Secretary, Louis A. Rice, Assistant in Secondary Education, State Department of Education, Trenton, New Jersey

Treasurer, L. Gilbert Dake, Supervisor of Commercial Education, Board of Education, St. Louis, Missouri

Delegates to National Council on Education of the National Education Association

J. O. Malott, Specialist in Commercial Education, United States Office of Education, Washington. D. C.

Ann Brewington, Assistant Professor, School of Commerce and Administration, University of Chicago, Chicago, Illinois

Executive Committee

Ira W. Kibby, Chief, Bureau of Business Education, Department of Education, Sacramento. California

Clay D. Slinker, Supervisor of Commercial Education, Des Moines, Iowa

Clinton A. Reed, Supervisor of Commercial Education for the State of New York, Albany, New York

Seth B. Carkin, Principal, Packard School, New York City

Helen Reynolds, Assistant Professor of Secretarial Studies, School of Commerce, Ohio University, Athens, Ohio

Annie C. Woodward, Chairman, N.E.A. Committee on International Relations, Somerville, Massachusetts

Frederick G. Nichols, Associate Professor of Education, Graduate School of Education, Harvard University, Cambridge, Massachusetts

Albert E. Bullock, Ex-Officio, Supervisor of Commercial Education, Public Schools, Los Angeles, California

Convention Gleanings

WESTERN NEW YORK COMMERCIAL TEACHERS ASSOCIATION, Kenmore, New York, May 7, 1932.

Speakers:

Frank C. Densberger, Superintendent of Schools, Kenmore—EDUCATION FOR LIVING IN A MACHINE AGE; *Clinton Reed,* Supervisor, Commercial Education, Albany, New York—THE NEW IN COMMERCIAL EDUCATION; *Harry I. Good,* Head of Commercial Department, Hutchinson High School, Buffalo—NEW BOOKS OF INTEREST IN COMMERCIAL EDUCATION.

New Officers:

PRESIDENT: *Bernard Shilt,* Hutchinson High School, Buffalo

VICE PRESIDENT: *Doris Williams,* Head of Commercial Department, High School, Batavia.

SECRETARY: *Louis Rosetti,* High School, Silver Creek.

MICHIGAN SCHOOLMASTERS' CLUB, Commercial Conference, Ann Arbor, April 29. Chairman: *J. M. Trytten,* University High School, Ann Arbor, Michigan; Secretary: *Lottie M. Carson,* Ann Arbor High School.

Speakers:

L. J. O'Rourke, Director of Research, United States Civil Service Commission, Washington, D. C.; *Arthur E. Johnson*, Personnel Department, Union Trust Company, Detroit; *B. S. Frost*, High School of Commerce, Detroit, leader of the discussion.

To provide machinery for a continuity of the program of the conference, a committee of five was elected to present for adoption at the next meeting a workable scheme for a planning committee to draw up a three- or five-year program.

CALIFORNIA BUSINESS EDUCATIONAL ASSOCIATION, Central Section, Merced.

Speakers:

Anna M. Petersen, Selma — REPORT OF STATE TYPING COMMISSION; *L. B. Davy*, Bakersfield—THE PAST AND PRESENT STATUS AND PRESENT OBJECTIVE OF COMMERCIAL WORK; *Gladys Koffman*, High School, Merced—CALIFORNIA STATE CIVIL SERVICE EXAMINATION; *M. A. Blackburn*, Assistant Director of Personnel, Bank of America, San Francisco—REQUIREMENTS OF COMMERCIAL WORK IN THE BUSINESS FIELD.

Officers:

PRESIDENT: *Leon Sims*, Selma
VICE PRESIDENT: *Karl W. Mitchell*, Visalia
SECRETARY-TREASURER: *Margaret Todd*, Fresno.

INLAND EMPIRE EDUCATION ASSOCIATION, Commercial Section, Spokane, Washington, April 6-8.

Speakers:

THE SCOPE AND AIM OF THE COMMERCIAL COURSE IN THE SMALL HIGH SCHOOL—*A. B. Ness*, Superintendent, Orchard Park Schools and West Valley High School, Millwood, Washington; *Mrs. Jane McCain*, Superintendent, Rockford Public Schools, Rockford, Washington; *L. C. Robinson*, Superintendent, Sandpoint Public Schools, Sandpoint, Idaho. THE FORWARD MOVEMENT IN SHORTHAND TEACHING—*Mrs. F. E. Raymond*, Pacific Coast Manager, The Gregg Publishing Company, San Francisco; *Mrs. Minnie DeMotte Frick*, School of Commerce, Oregon State College, Corvallis, Oregon; *Ann Corcoran*, Washington State College, Pullman, Washington.

Detailed Instructions for Using the "Gregg Writer" Credentials

(*Continued from page* 10)

6. Start writing at 0 on the scale and end the lines between 60 and 75, whether using large- or small-type machines. This will give each contestant practically the same number of lines, instead of giving the advantage of fewer carriage returns to any who happen to operate "elite" instead of "pica" type machines.

7. The tests must be typed in exactly ten minutes. Should the copy be completed in less than that time, the writer should start at the beginning again.

8. Tests must be rigidly checked, and marked according to International Contest Rules, each error being penalized ten words.

The record made should be typed at the top right-hand corner of the paper, following the name of the typist, to indicate the gross number of words written, the number of errors, the penalty deducted, the total number of net words, and the number of words net a minute. In making the record follow this style of tabulation:

Gross	Errors	Penalty	Net	A Minute
692	3	30	662	66.2

(*Note:* The figures used here are merely illustrations of how you should insert those you make on your test.)

Papers showing more than 5 errors do not qualify for a certificate and should not be submitted to us.

9. Each paper must bear this certification, signed by the teacher:

"I hereby certify that I timed this test; that it was written in exactly ten minutes, and in accordance with the rules."

(*Note:* Candidates for certificates who are not in school may have their certificates signed by any responsible person who witnessed the test.)

One certification signed by a teacher is sufficient to cover a club of papers submitted at one time.

Upon receipt of papers by the GREGG WRITER, the ratings will be reviewed and certificates or pins awarded where they are merited. No other acknowledgment will be made of papers. Papers on which the rating is not accepted will be returned.

Gregg Transcription Tests

There are also certificates, prizes, and medals to be won in the speed department. It is obvious that a knowledge of shorthand and typewriting will be of little practical value to your pupils in the business office if they cannot efficiently transcribe their notes. They should be able to transcribe their notes quickly and accurately at the machine the first time they try. This requires practice. Certificates and prizes are awarded on the standard transcription tests which we send you each month.

Certificates

The first Transcription Test Certificate is available at sixty words a minute for five minutes, the transcript to be typed neatly and accurately; the second certificate at eighty words a minute in shorthand; and the third certificate at one hundred words a minute in shorthand.

Gregg Expert Medals

Medals in silver, gold, gold and enamel, and with a diamond inset are the highest distinctions to be awarded to shorthand writ-

ers. The tests for these medals require a shorthand speed of 140, 160, 175, and 200 words a minute, respectively, on a test of five minutes' duration.

Test Material

Material for the higher speeds (Expert Medal awards) to be given four times a year will be issued only upon personal request of the teacher. The material for the other tests is sent to the teacher each month without charge. All that is necessary for the teacher to do to get the material for certificate tests is to give us his name, address, and the school at which he is teaching, with the request that the monthly tests be mailed to him.

After the tests have been given, papers should be checked thoroughly and in accordance with the rules published here; then those that qualify at the respective speeds should be mailed to the GREGG WRITER Credentials Department, together with the fee of ten cents each for examination. The tests are then reviewed, and, if the transcripts are satisfactory, the awards are issued.

Club Prizes

Club prizes for Junior Transcription Tests at 60, 80, and 100 words a minute are awarded as follows:

For the best paper submitted in a club of ten or more qualifying papers a gold pin at one hundred words a minute, the decision to be made on accuracy, spelling, arrangement, and general neatness of the paper.

A silver pin at eighty words a minute for the best paper in a club of ten or more qualifying papers, and a bronze pin at sixty words a minute for the best paper in a club of ten or more qualifying papers.

In the event that a mixed group of ten or more qualifying papers is submitted, with less than ten papers of any one speed, the club prize is awarded to the student making the best record at the highest speed.

If, however, a mixed club contains units of ten qualifying papers at different speeds, a prize will be awarded to the student making the best record in each unit. For instance, if a club contains ten or more qualifying tests at sixty words a minute and ten or more qualifying tests at eighty words a minute, two club prizes will be awarded; one to the student making the best record in the 60-word unit and another to the student making the best record in the 80-word unit.

If fewer than the required number of papers constituting a club are submitted, certificates will be awarded as usual without the prize.

Rules and Regulations for Giving Tests and Correcting Them

1. Rules promulgated by the Credentials Department of the GREGG WRITER shall be final in all tests.

2. A writer may compete for any Junior speed at any time; but, after winning a certificate at a specified speed, he shall be considered ineligible to compete for a certificate at the same or lower speed.

To compete for either the gold pin or silver medal (120 and 140 words a minute) the writer must have won a certificate at 100 words a minute. To compete for the enamel and gold or diamond medal (175 and 200 words a minute) a writer must have won the gold medal (160 words a minute).

3. All tests shall be for five minutes' duration. Material will be properly counted out in quarter-minutes. The material will be sent sealed and may not be opened until the time of the contest.

4. Speeds are 60, 80, and 100 words a minute for certificates; 120 for the gold pin; 140, 160, 175 and 200 words a minute for the Expert Medals. Material supplied by the GREGG WRITER for all tests will be standardized as to syllable intensity. Syllable intensity will be not less than 1.20 and not more than 1.50.

5. The tests must be conducted according to the rules promulgated by the Credentials Department of the GREGG WRITER.

6. In checking papers *all penalties and errors shall be rated as of the same value;* that is, one error only should be marked for each incorrectly transcribed word, each omitted or added word, each transposition, or each deviation of any kind from copy as read.

7. Each deviation from copy, English or otherwise, is one error.

8. Each typographical mistake shall constitute one error. An erasure shall not be considered an error if it is neatly done. If it is badly done, it shall constitute one error.

9. Each misspelled word shall be marked one error. (The Webster, Standard, and Century dictionaries will govern.)

10. Each deviation from copy in the matter of punctuation, where the sense of the context is affected, shall be considered one error. This calls for discretion on the part of the checkers, but certain general rules may be enumerated here:

a. A period for an interrogation mark is obviously an error, except in some doubtful constructions. (All possibility of doubt in such constructions will be eliminated, as far as possible, in the selection of the material.)

b. The use of a comma for a semicolon, or *vice versa,* is not an error. This is frequently a matter of taste.

c. The omission or insertion of a comma is not an error. This is frequently a matter of taste.

d. The omission of a period is obviously an error.

e. The use of a dash for a comma or semicolon, or *vice versa,* is not an error. In all immaterial cases, such as this, it should be remembered that all authorities are not agreed on punctuation.

f. Faulty punctuation, where a clause is detached from the end of one sentence and placed at the beginning of the next, or *vice versa,* is one error if the sense of the context is affected. (In cases of immaterial clauses, this is frequently caused by faulty dictating, and the student should not be penalized when the sense is not affected.) Where the sense is changed, one error only should be marked.

11. Faults of capitalization should be marked one error each, except when deviation may be properly considered a matter of taste.

12. Hyphenated compound words shall be considered as two words or more, as the case may be. A mistake on one word of the compound shall constitute only one error.

13. Figures are counted as they would be read—"38" is counted as two words. A mistake on one

of the figures, therefore, shall constitute but one error. "1923" (nineteen hundred twenty-three) is counted as four words The writing of "1922" for "1923" should be one error only. The writing of "1823" for "1923" should be, similarly, one error. The writing of "1819" for "1923" should be three errors.

14. Errors are not charged both for the transcribing of wrong words and for the insertion of others in the same construction. For instance, the checker should count the number of words incorrectly transcribed and that will be the total of errors on that construction, but if the number of incorrect words the student transcribes on a particular construction exceeds the number of those he should have transcribed, *he is charged always with the greater number*. For instance, if he wrote "Secretary of State" for "the State," he should be charged two errors. It will be seen that he has properly transcribed "state," the only errors being the transcription of "secretary of" for "the," and he is charged with the greater number, which is two. Similarly, if in a wrong transcription the words he supplies are less than the copy, he is charged with the greater number. Care should be exercised in not charging him for a word correctly transcribed, although words on either side of it may be subject to error.

15. Faulty arrangement or centering of the transcript shall be marked an error. Only one error of this kind should be marked on the complete transcript.

16. Faulty paragraphing will be marked an error, but only one error of this kind can be marked on the complete transcript.

17. A maximum of one error only can be marked for each word of the copy. For instance, two errors cannot be charged against any one word of the copy. For example, any single word both misspelled and improperly capitalized will be marked as but one error.

18. Ninety-five per cent accuracy will be considered qualifying, but teachers should raise the standard to meet the conditions prevailing in their own particular school. Teachers who are insisting upon perfect transcripts, and who wish to recognize only perfect work, may send only perfect transcripts to the Credentials Department. Likewise, teachers wishing to hold the standard of accuracy up to 98 or 99% should submit to us only such transcripts as qualify under that standard. All papers submitted to us and containing not more than 5% of errors will be considered for certificates, but transcripts having more than 5% of errors will be disqualified. Papers containing more than 5% of errors, therefore, are not to be sent to the Gregg Writer for review.

The maximum number of errors allowed to each take (we are giving the figures for 95%, 97%, and 98% accuracy, respectively, on certificate tests) are as follows:

	95%	97%	98%
60 words a minute	15 errors	9	6
80 words a minute	20 errors	12	8
100 words a minute	25 errors	15	10
120 words a minute	30 errors		
140 words a minute	35 errors		
160 words a minute	40 errors		
175 words a minute	43 errors		
200 words a minute	50 errors		

19. Time allowed for transcribing will be:

60 words a minute—45 minutes
80 words a minute—45 minutes
100 words a minute—1 hour
120 words a minute—1 hour
140 words a minute—75 minutes
160 words a minute—75 minutes
175 words a minute—90 minutes
200 words a minute—90 minutes

20. Shorthand notes of each contestant must be submitted with transcript in all cases. Transcripts without notes will *not* be considered.

21. Typewritten transcripts only will be considered for certificates, pins, and medals.

22. The Examining Committee will consist of Mr. Gregg, Mr. SoRelle, Mr. Hagar, Mr. Fry, Mr. Swem, and Miss Ulrich.

How to Conduct the Transcription Tests

The tests for 60-, 80-, and 100-word certificates and 120-word pin may be conducted at the option of the teacher any time within *one week* after receipt of the material. The tests are to be conducted in accordance with the rules promulgated by the Credentials Department of the Gregg Writer. The typewritten transcripts, after they have been corrected, should be submitted with a report signed by the teacher and countersigned by a school official.

Test Committees

The senior tests for the silver and gold medals (140-word and 160-word speeds) are to be conducted by a special committee. The committee will consist of a teacher in charge; a school official (such as a high school principal, a city or county superintendent of schools, or a member of the Board of Education, or a business college president); and a business or professional man (for instance, a doctor, lawyer, or business man). A committee of this kind will be available in the vicinity of every school, public or private. It provides an excellent means of getting the work done by the school before business and professional men of your community.

As it is the intention to make these tests a definite and uniform criterion of ability, this end will be contributed to by the safeguards of such a committee. This committee will supervise the conducting of the tests, will pass upon all transcripts, after which they will make out and sign a report, and submit it, together with the qualifying transcripts, for review by the Credentials Department of the Gregg Writer.

Tests for the "Expert" Medals

The tests for the gold and enamel and diamond medals are conducted only at the offices of The Gregg Publishing Company, or by their representatives. Teachers who have students ready for these tests should file application with the nearest office of the Gregg Publishing Company, in order that the test may be given when a representative is in the vicinity of the school. Teachers will be informed as to when a representative can be present in time to make application for the

dictation material and arrange the committee for the test. The first medal tests for this year will be issued in November.

Keep for reference the rules presented here for the giving of the tests that are not summarized monthly.

Teacher Certificate Winners

Believe in Testing Their Own Skill as an Incentive to Their Students Do You Hold All the Awards?

O. G. A. Awards

Mrs. Faye T. Merritt, High School, Carson City, Michigan
Boyd Collinsworth, Muncie, Indiana.
Dorothy Danforth, High School, Topsfield, Massachusetts
Dorathy Haugen, High School, Hobson, Montana.
Sister M. Cordula, St. Peter's Commercial High School, Newark, New Jersey
Verna Rowe Evans, Old Colony School, Boston, Massachusetts.
Sister Mary Adelicia, St. Joseph's Academy, Stevens Point, Wisconsin
E. Maye Stephens, High School, San Fernando, California
Gladys E. Myers, High School, Ashland, Missouri
Elizabeth Debenham, Utterback's Business College, Mattoon, Illinois
Miriam Ahlstrom, Dixie College, St. George, Utah
Oscar C. Asher, Elkhart Business College, Elkhart, Indiana
Mrs. Marion F. Woodruff, The High School, Gloucester, Massachusetts
Mrs. Evelyn G. Hall, The Business Institute, Pontiac, Michigan
Eleanor D. Hobbs, Evening High School, Haverhill, Massachusetts
Audrey Brentlinger, Lake Township School, Milbury, Ohio
Sister M. Joseph-Armand, Manchester, New Hampshire
Edith M. Seehousz, High School, Hatboro, Pennsylvania
Easter Hostetter, High School, Buffalo, Montana
Mary Mallery, High School, Yamhill, Oregon
Amy Grossnickle, School District No. 9, Poplar, Montana
Sister Myrone, St. Patrick High School, Eau Claire, Wisconsin
Thetis Shepherd, George Washington High School, Danville, Virginia
Lottie J. Mason, High School, Curlew, Washington
Myrtle C. Applegate, Springfield Township Public Schools, Philadelphia, Pennsylvania
Lucile M. Swenson, Roseau High School, Roseau, Minnesota
Sister Mary Bernard, St. Xavier's Academy, Providence, Rhode Island
Laurel Harris, Cairo High School, Cairo, Illinois
Bayne Higgins, Thompson's Private Business School, Wilmington, Delaware
Mattie L. Rogers, Marion Junior College, Marion, Virginia
Mae Fisher, Hanover High School, Hanover, Indiana
William T. Elliott, High School, El Paso, Illinois
Marjorie Frank, High School, Appleton, Missouri
Marjorie E. Jones, All Saints School, Sioux Falls, South Dakota
Edna Winter, American Mission, Alexandria, Egypt
Hazel Stewart, High School, Oaktown, Indiana
Neil B. Reston, Fairview High School, Dayton, Ohio
Sister Mary Esther, St. Nicholas School, Atlantic City, New Jersey
Ray V. Hanning, High School, Belle Center, Ohio
Alice M. Carter, Nevada City High School, Nevada City, California
Sister John of the Cross, Dominican Academy, Fall River, Massachusetts
Elizabeth Wade, Northampton, Massachusetts
Grace Waldron, Northampton, Massachusetts
Lauretta Ebner Warenburger, Springfield, Massachusetts
Alden R. Warren, Springfield, Massachusetts
Gladys E. Whitcomb, Northampton, Massachusetts
Pauline A. White, Ludlow, Maine
Mrs. Aleafia G. Will, Los Angeles, California
Helen C. Zera, Springfield, Massachusetts
Bettie A. Morgan, Bedford High School, Bedford, Iowa

O. A. T. Awards

Allie Yorke, London Business Institute, London, Ontario, Canada
Mrs. J. A. Jenkins, Geneva, Alabama
Frances Olga Blair, Willits Union High School, Willits, California
Elsie G. Brown, Yuma Union High School, Yuma, Arizona
Harriette E. Swasey, Clear Lake Union High School, Lakeport, California
Sister Mary de Paul, St. Xavier College, Chicago, Illinois
Gertrude Short, Dumas, Texas
Frances Gibbs, Derby High School, Derby, Connecticut
Louise Givan, Fredericktown High School, Fredericktown, Missouri
Sister Claire Gertrude, St. Joseph's Academy, McSherrystown, Pennsylvania
Sister Mary St. Clemence, Convent of the Presentation of Mary, St. Hyacinthe, Quebec, Canada
Sister Vincent, Sacred Heart School, Salina, Kansas
Sister Mary Amelia, St. Joseph Hill Academy, Arrochar, Staten Island, New York
Sister Mary Eudes, Sisters of Our Lady of Charity, Dallas, Texas
Muriel L. Board, High School, Excelsior, Minnesota
Grace C. Carney, Concordia Business College, Concordia, Kansas
Anna E. Berg, Harlan, Iowa
Marjorie Smith, Hillsboro High School, Hillsboro, North Dakota
Sister M. Edmund, Notre Dame of Quincy, Quincy, Illinois
Barbara E. Leighton, Danforth High School, Danforth, Maine
Easter Hostetter, Buffalo High School, Buffalo, Montana
Evelyn K. Hinners, High School, Metcalf, Illinois
Ethel M. Black, Nevada Public Schools, Nevada, Iowa
Boyd Collinsworth, Muncie, Indiana
Sister Patrocla, Immaculate Conception School, New York, New York
Dorothy Lillick, Sciotoville High School, Portsmouth, Ohio
Sister M. Edmund, St. Xavier's School, Manchester, Iowa
Don Sagona, Abraham Lincoln Junior High School, Rockford, Illinois
Lon Bellman, Nogales High School, Nogales, Arizona

O. G. A. TEST COPY

DICTATION MATERIAL

to Shorthand Plates in *The* GREGG WRITER

Counted at a uniform syllable intensity of 1.40

The Cruise of the Cleopatra

A "Tink" Story in which the irrepressible Baylor twins solve the jealously guarded secret of Tink's mysterious Sunday trips

By Howard Brubaker

(Reprinted from "The American Magazine" of August, 1931, by special permission of author and publisher.)

When Professor Leach and his wife dined with the Baylors that midsummer evening, it was inevitable that the[20] talk should get around to the subject of Tink. In Burnley, whenever two or more of the faithful were gathered[40] together, tribute was paid to the presiding genius of Tinkham's garage, the great and good man who treated motor cars[60] so kindly and their owners with such disrespect.

Both the Baylors and their guests were early and ardent members [80] of the Tink Club. This well-known organization was not a formal one with dues and by-laws and the like, but a[100] league of Tinkham's customers who were bound together by their admiration for Tink's genius and their fear of his[120] caustic tongue. They met formally in the garage while awaiting their turns, and tried to cheer each other up with quip[140] and jest, like patients in a dentist's office.

"I go under the lash tomorrow for my sins," the professor of[160] economics announced.

George W. Baylor, known on both sides of the Atlantic as an authority on [180] international law, asked his guest how he had got himself into this picklement.

"It wasn't my idea, George.[200] I stopped there for gas and Tink began poking his nose into my car's innards. He said even a college professor[220] ought to know better than to drive around in such a job. Well—I suppose he will be good for my character."[240]

"He will, Professor"; thus Virginia, the Baylor beauty. Jin was one of Tink's ardent admirers and she had[260] suffered much from his bitter tongue while learning to drive. "He made me what I am today."

Among those taking no part[280] in this conversation were the Baylor twins, Jane and June. The former now glanced across the table at her duplicate,[300] thrust out her lips in an unlovely circle, and a cold, dead look came into her eyes. It was the face of a[320] codfish who was not feeling well. In reply June rubbed the back of her neck. On this topic, as on so many others,[340] their hearts beat as one. They did not share in this adulation of the grouchy garage man.

Professor Leach was[360] now talking about Tink's lonely soul. Modern life has a rhythm like the beat of a motor, but though Tink was an[380] expert with these inventions he was not in this rhythm. He was more like the skilled craftsman of the older day, a[400] lover of good work, honest material, and fine tools.

"Does anybody really know what he does on those[420] Sunday trips of his?" Mr. Baylor asked.

"He told me," said Jin, "that he gets a big kick out of navigating in[440] Sunday traffic. He says that expert driving in a good car is the best fun there is."

"That is the impression I[460] got," the professor said. "I believe he never takes anybody with him."

"I tried to get him to take me along,"[480] said Jin, "but he wouldn't."

Now the fishy look departed from the face of Jane and was supplanted by one of[500] almost human interest. She scratched her right ear, and June did likewise. This meant, in sign language, that the Baylor twins[520] had invited each other to retire at the earliest moment and go into conference in their room.

These[540] girls were approaching their sixteenth birthday—the tennis-playing Jin said they were fifteen-all. The public held that the[560] older daughter had more good looks than Jane and June combined. Jin was golden-haired, blue-eyed, and smiling, on cordial terms[580] with the human race.

Jane and June were brown-haired, brown-eyed, and of the bean-pole style of architecture. It was their mission[600] in life to eat as constantly as possible and to annoy all the inhabitants. They looked, dressed, and acted[620] so much alike that casual acquaintances never tried to distinguish them, and they were so nearly[640] inseparable that they suggested a four-legged animal seeking its prey.

Thus they looked the next morning as[660] they rode side by side on their bicycles down Mayfield Road. Thus they appeared to an impatient driver on the Post[680] Road because they would not give him room to pass. His repeated honks got him nothing but the sick codfish look. Thus they[700] appeared to Tink's assistant, William Pickerel, who was sitting on the bench in front of the garage prepared to[720] man the gasoline pumps. He was a red-headed, freckled lad who could stand anything except being called "Pickles."[740]

"A little service, Pickles," June called out. "My tires are soft."

By the terms of his employment Bill had to be polite[760] to the patrons, even unprofitable ones like these. The boss said he would do the necessary insulting[780] himself. So William got the air tube and asked politely, "How's your sister?"

"I'm fine, thank you," Jane replied. Pickles flushed.[800]

"I mean—how's your older sister?"

June's face was grave.

"I'm sorry to have to tell you, Pickles, that Jin is not expected[820] to live."

His mouth dropped open in dismay. Only yesterday Virginia had brightened his life by requesting[840] gas and oil. She had seemed in radiant health.

"I didn't know she was sick."

"Oh, she's not sick," Jane said. "I meant she's not[860] expected to live to be over a hundred."

It was the fourth time the twins had played that shabby trick on Jin's[880] admirers.

"I guess you think you're pretty smart!" said the deflated Bill.

"Is that how you speak to your best customers?" asked[900] Jane. "We'll see about that!"

The twins elevated their noses and strode into the garage, leaving Pickles convinced[920] that these painful kids were going to complain about his conduct. It was hard to believe that they were any[940] relation to the divine Virginia.

A tall, lanky man in his early thirties was working at the bench. He[960] was examining a metal rod and he gave no intimation that anybody had arrived.

"Good morning,[980] Tink," said Jane. Nothing happened.

"It's a lovely day," ventured June. "I hope it'll be as nice as this on Sunday."

"Because,"[1000] said Jane, "we are going for an all-day ride."

June laid a gentle hand on Tink's arm and said sweetly, "With you."

"We[1020] both need a change," said Jane.

Jane told a sad story. One Sunday away from their insufferable family was[1040] all they asked. Tink could not imagine the life they led.

"Sunday is the worst because Father is at home. He is ashamed[1060] of us because we are not beautiful. Jin gets all the breaks. You can't imagine what cruelty he treats us[1080] to."

"She means 'with,'" said June.

Tink scratched a match on the "No Smoking" sign and lighted his old black pipe.

"You mean your own folks[1100] don't like you?"

Jane pressed her lips together and blinked back the tears.

"For years," he said, "I've wanted to hit you kids on the[1120] head with some blunt instrument, but I thought your family would object!"

June reproved her sister.

"I *told* you Tink was[1140] too smart to believe that sob-sister stuff. The truth is," she went on, "it is about time we were learning to drive a car.[1160] We'll soon be old enough to get a license and—"

"You'll never learn from me. It was bad enough to have to teach Jin.[1180] I'll never take the responsibility of putting you two dumbbells on the road. That's final."

"—so we want to[1200] take one of those Sunday trips and watch your work. We'll be on hand early and bring a swell lunch—"

"No!" Tink exploded all[1220] over the place and the terrible twins heard things about their characters that even their brutal family had[1240] never told them. "Wouldn't it be great to have to put up with you two all day long? No, it would not."

Tink now thought of[1260] several other violent ways of saying "No."

Jane looked at her sister.

"I think he means he would just *love* to have us."[1280]

"That is the impression I got." June chose to speak like Professor Leach.

Tink closed the conversation by the simple[1300] device of crawling under a car and going to work. On the way out June told Pickles that they had not revealed[1320] his discourtesy to the boss but had decided to give him another chance.

They adjourned to Joe's confectionery[1340] stand next door. Their cunning little tricks had not worked at all. Their lifelong habit of getting their own way by[1360] hook or by crook seemed to be broken.

"A person would think"—Jane paused to pull on a straw protruding from a brown bottle[1380]—"that we were the bubolic plague. If that old crab thinks he can get away with this, he's mistaken."

When they could hold[1400] no more ginger pop, they mounted their girl-power machines and rode off toward home. But the pleasant interlude had[1420] not solved their problem. More than ever they wanted to go along with Tink. They felt that they could find delightful ways[1440] of being a nuisance to him. They had a great curiosity about what happened on these Sabbath days' journeys[1460] and a hope that they would discover something discreditable about this popular idol. Above all,[1480] they wanted to high-hat their sister Virginia. There was every reason why they should spend Sunday with Tink[1500] except the trifling one that he would not let them.

This crabbed bachelor lived in a boarding house not far from the garage[1520] and it was his custom to walk to and from his day's toil. On the beautiful Sabbath morning following his[1540] encounter with the twins, he approached his workshop happy in the thought that he would spend the day in a car instead[1560] of under one.

As he neared the garage, he observed a pair of boy scouts sitting on Pickles' bench—probably hitch[1580]-hikers waiting for a chance to ride. So completely had Tink forgotten a recent interview that he had no[1600] suspicion of the ghastly truth until these khaki-clad kids raised their heads and looked at him with shining morning faces.[1620] No attempts at pathos this time—just looks of happy expectancy. They ran to him with shouts of girlish glee;[1640] before he could defend himself, each had seized a hand.

"We've got a lovely day for it!" one cried.

"And, boy, what a lunch!"[1660] exclaimed the other.

A large basket reposed upon the bench.

They said they had walked all the way from home carrying[1680] this heavy load. They did not add that they had done this for moral effect. A man would have to be completely hard[1700]-boiled to refuse them now.

Completely hard-boiled was what Tink was, nothing else but.

"How do you like our costumes? We made[1720] Willie Leach lend us these scout suits. He's not very bright."

"Anyhow, we're all set," said June. "What do you want us to do?"[1740]

"You might," said Tink, "go jump in the river. I don't care. All I know is you're not going with me."

"You don't mean, Tink"—a[1760] horrible idea dawned upon Jane—"you were serious the other day? You're not telling us we can't go?"

"Well,[1780] you've got the idea at last."

Tink unlocked the big door, swung it open, and let himself in. It was a magnificent[1800] gesture of dismissal, yet a practical error. (1815)

(To be continued next month)

What Else Can a Switch Engine Do?

A sufferer who lives close to the railway yard, says the "Boston Globe," wrote this letter of complaint to the company. And it is so worded that anyone who has completed the Eighth Chapter of the Manual can enjoy it!

Gentlemen: Why is it that your switch engine has to ding and fizz and spit and clang and bang and hiss and wail and pant[20] and rant and howl and grate and grind and pull and bump and click and clank and chug and moan and hoot and toot and crash and grunt[40] and gasp and groan and whistle and wheeze and squawk and blow and jar and jerk and rasp and yelp and howl and hum and snarl and[60] puff and growl and thump and boom and clash and jolt and jostle and shake and screech and snarl and slam and throb and crink and quiver[80] and roar and rattle and yell and smoke and sputter with all its might—and shriek like bedlam all the night? (98)—*Thanks to the Deaf-Mutes Journal.*

Two Ways of Handling a Situation

As Pointed Out in "Business Letters: Principles, Functions, Composition"

By Ralph Leslie Johns

Junior College, Glendale, California

(Reprinted in shorthand by special permission of the author)

Dear Mrs. Frederick:

We have your letter of March 22 in which you ask us to change the engraving on[20] the silver cup you recently ordered from us.

It is the policy of this firm to allow no returns[40] whatsoever for alterations of this nature. Hence we cannot make the alterations as you ask. If we were[60] to allow you to return this cup, we would have to make the allowance to many others, and we cannot afford[80] to do this.

We think any local jeweler can do the job for you without much trouble. Our suggestion[100] is that you try F. L. Gann, of your city. He handles some of our goods and would probably do about as good[120] a job as anyone.

Regretting our inability to serve you better, and trusting you see our point of[140] view in not wanting to violate a long-standing rule of our company, we are

Yours very truly, (159)

Dear Mrs. Frederick:

We are glad, in reply to your letter of March 22, relative to the[20] reëngraving on your silver cup, to refer you to the Gann Jewelry Company, 21 North Street, Madison,[40] Wisconsin. This company is our special representative in Madison.

Mr. F. L. Gann will take care[60] of the alteration you wish made in the engraving and will take personal pains to see that the change is made[80] to your satisfaction.

It is always a pleasure to serve customers in every way possible. While we[100] cannot, owing to a policy long established in the company, bear the expense of this alteration,[120] we are sure that you will be pleased with the added convenience and dispatch of having it done in Madison, where[140] you will be able to pick out personally the style of engraving you prefer in the altering of the[160] name.

Believe us anxious to serve you whenever you need further additions to your silver collection.

Sincerely[180] yours, (182)

Four Easy Business Letters

On Chapters I and II

Dear Sir: I read in the paper today about your very happy affair. Most married people of your age desire[20] a pretty little flat in which to live, and I think that I have the very one for you, fitted with[40] everything you will need.

You will like the flat, Mr. Lane, for it is over by the bridge. From there you can reach the[60] factory in a very little time. It is plain, but very pretty and cheap, too, and you would be very happy[80] there.

Before you leave or after you get back from your trip, plan to go over this flat with me. Should you desire to[100] take it, you can leave a check with me, and it will be ready for you any day you are ready to go in. Let[120] me hear from you, will you not? Yours very truly, (129)

Dear Madam: I have some silk dresses I would like to have you see. Are you too busy to take a minute today[20] to come and see them? When you were here before you said you needed one, and it would be a shame for you to miss this[40] chance to get a dress that is pretty and cheap for the money. Yours very truly, (54)

$ The Story of $ UNCLE SAM'S MONEY

by The Treasurer of the United States Walter O. Woods

(Whose Signature is on the Money in your Pocket)

? ? ? ? ? ? ? ?
? ? ? ? ? ? ?

Curious Facts About MONEY

Do you know . . .

How long a dollar bill circulates before it wears out?
How many $10,000 bills are in circulation? What they are used for, principally?
For how much is the biggest receipt ever signed in the world? Who signed it?
Why do we have $2.00 bills? Why does superstition with regard to $2.00 bills cost the government a lot of money?
What were the *two* reasons for reducing the size of paper money?
How long did it take to retire the old-size bills and issue the new?
How many silver dollars are in existence?
How much is a standard gold bar worth?
How much money is there in the United States?
What is a gold certificate?
How much gold has the government on hand?
In what city is the largest amount of gold kept?
Is a dollar bill legal tender?
What is the Federal Reserve Bank? Can a citizen open an account with it?
How does the government destroy paper money?
Could a citizen redeem burned paper money if he took the ashes to Washington?
What portion of a bill must remain intact to enable one to redeem it?
Who is secretary of the Treasury now?
Do Treasury clerks have to pay out of their pockets for mistakes?
What government department prints our postage stamps?
What is the principal source of government income?

Every teacher, business woman, student, reader, booklover, economist, business man and housewife will read with undivided interest this authoritative work, written by the one man in this country who knows the most about our money.

"The strongest tie between a citizen and his government is money." Mr. W. O. Woods, Treasurer of the United States, whose signature is on your paper bills (of current issue) makes this statement and tells you *why* in his fascinating new book, *just out,* **"The Story of Uncle Sam's Money."**

Money is an article that every human being handles, uses, acquires, spends, or saves frequently, if not daily. Yet what do we know about money? Why will the grocer give you an armful of provisions for a piece of paper that costs only 1 cent to print?

What Do *You* Know About a Dollar Bill?

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Name .....

Address .....

City ..... *State* .....

Dear Madam: Mr. Black and Mr. Grange will be in Gary the day after the Fair. I should like very much for[20] you to meet them at the train without fail. They have never been in Gary, and I shall be very happy, too, if[40] you will help them to get a flat near the mill. Very truly yours, (51)

Dear Sir: The people in my parish in Prairie Ridge have pledged their labor, money, and time to help make a bridge over Cripple[20] Creek.

Alfred Leach, our chief, is eager to eliminate any more delay and would be happy to hear from[40] you after you have read his plan, which will reach you in about a day. Yours truly, (54)

Five Easy Business Letters

On Chapters II and III

Dear Sir: It will be necessary for the Home Cement and Brick Company to sell their business to pay their debtors.[20] Their earnings have been small for three months and during this month they have taken a big loss. If you still have any[40] notes against this company, leave them with our cashier for collection. It is important to get these notes in early.[60] Yours truly, (63)

Dear Madam: Would you like to increase your income without undertaking much work? What woman would not?

Come and see[20] me in the morning between the hours of eight and one and let me help you.

If other people can make money, you[40] can, too.

Present this letter and give my name. Very truly yours, (51)

Dear Sir: The load of coffee you shipped me was broken open and three boxes never reached me. I started to 'phone[20] your store about it when I noticed the loss, but you had closed for the day.

I desire this coffee very soon, as[40] I have several orders for it. Yours truly, (49)

Dear Sir: This letter is to ask you as an official of this company to speak officially for this special[20] committee at its next meeting. You have the most complete knowledge of the situation and your office will employ[40] the men. You can make a really good speech and not a weak one. You are the only man to express the[60] opinion of this committee and I hope you will be able to represent it. Yours truly, (76)

Dear John: I think you should go to see Mr. Harding, the cashier of the Gem Motor Company, about getting[20] a share of their business for next season. They are making bigger sales than ever before, and it is important[40] for our company to get some business from them.

The sooner you see Mr. Harding, the better. Yours truly, (59)

*A Simple Tale**

By M. Adeline Byers

John Harris High School, Harrisburg, Pennsylvania

Chapter I

When Emily May and Dick Taylor came late that rainy, dreary day into the little mill in the country, they[20] were in need of aid. The truth was that the train was wrecked, and Dick had his head and leg treated by the man at the mill.[40] Emily May had a headache, too. And here they were with little money.

Mr. Kelly, the man at the mill, made[60] them eat cake and cream. He then made ready to take them to the lake where they could get a rig and get to Garett in[80] an hour. It was dark when they came to the lake. When two men came to take their money, Emily May was calm and gritty[100] and greeted them with a grin.

Dick had his camera with him, but the men hid it. Their aim was to get the money,[120] but when they could get but little they kicked him and hit him with a thick limb of a tree.

Emily May ran to[140] them when they were taking Dick to the lake ready to gag him. What a mean trick! They would gag her, too, in a minute[160] more! The grim clicking of a trigger greeted her. Did they mean to kill him? But the rig was coming creaking and rattling[180] into the lane. At this, the two men ran, and a lady and a man going by came to aid Emily May[200] in getting Dick into the rig. The hackman and the other man had a keen desire to attack the two men, but[220] Emily May was eager to go, and would not remain. (230)

Chapter II

The next morning Emily May and Dick were back in their[240] places in school again as if nothing had been the matter since they were at their desks the day before.

They were in[260] the country, it was said, to sell some tickets, if they could, for the freshman play to be given by their section soon.[280]

Almost from the very time the sales began until the present day a race between the classes to sell the most[300] tickets caused everyone to work overtime. For days Emily May was in the lead. She was in the cast, too,[320] for she was very good at playing any part given to her.

This morning there was another classmate in the[340] lead. Emily May began to scheme and plan to increase her sales. She had it! After school she would ransack the garret[360] thoroughly and get such dresses and hats as they needed in the play. Maybe she could sell more tickets if she[380] were dressed in these. She would not mention her plan to people. Still, Betty Jane, her niece, would like a chance to help her to[400] sell tickets. She would give her niece the flimsy red dress instead of the one with the deep green sash.

*Adapted to the corresponding chapters of the Manual

They would also need[420] masks over their faces, for the public must not see them. They would be teased a bit in making a formal appeal in[440] these dresses, but it would not vex them very much because their work would be for a good cause and the school needed[460] every bit of cash it could get this season.

The people had been good in helping before, even when most of them[480] had very little work, but business was good again; hence Emily May felt she could sell many more tickets than[500] before.

It was always easy for Emily May to study, but today the minutes slipped by without much sticking[520] in her memory. After school she could not even spare the time to go to a mass meeting of the classes.[540]

The task of dressing was over and Betty Jane was as pretty as could be in the little red dress with half sleeves[560] of filmy lace. She was a vision—as if stepping from the frame of a sketch of other times. Could anyone be[580] deaf to her appeal to buy tickets? (586)

Chapter III

"Want a ticket, Doctor Jones?" Betty Jane asked as he passed by.

He came hastily[600] back when he heard her call. "Well, well, I believe I know you," he said, coming closer.

Betty Jane kept still, as though[620] overawed that such a wealthy man would speak to her. Several folks, even their own minister, stopped and stared at[640] them.

Thinking that they were the children of his neighbor, Mr. Rogers, cashier of the Perry Motor Company,[660] he went on, saying, "And what are the tickets for, my lovely little girls?"

"A play," said Betty Jane, slowly.

"It is[680] for a comic play to be given by the freshman class in the Family Theatre, for the purpose of raising[700] money for the school teams," Emily May told the Doctor.

"Well, I have already bought two tickets, which I would[720] rather have bought from you, but as it is for a good cause and both of you must be on the ticket committee, I[740] will take two more, which you may keep."

If Betty Jane had been given a present of six boxes of candy, she could[760] not have been any happier. She nearly forgot her manners when she received the money, and told him to "call[780] again," at which he laughed heartily.

As soon as he left she caught Emily May by the arm saying, "Oh, Emily [800] May, I felt so weak and shaky. I thought he would never leave, but I am glad he wanted two tickets."

"If[820] possible, call the names of all the folks you know as they pass," Emily May urged. "It will be necessary to prepare[840] a little speech for each one so that you can tell him what you are selling tickets for and not become so dazed[860] when someone talks to you."

So for the next two minutes they went over a speech together until Betty Jane could[880] easily say it alone. Everyone stopped to talk to the solemn little girl in red. Her sales began to[900] increase steadily and by the end of the day she had collected more than you would think possible for one so[920] small.

"If only I could have gone with you yesterday, that other girl would not be in the lead," she said to Emily[940] May as they went home together.

"I agree with you," said Emily May, happy in the knowledge that people[960] would never know about the affair of yesterday. (969)

Chapter IV

As you would suppose, Emily May was ahead again. Indeed[980] folks had purchased enough tickets from her sweet young niece and it was unnecessary for her to plan any[1000] further about keeping ahead of her classmates.

A number of her friends were waiting in the doorway of the school[1020] the next morning. The bell was about to ring. They did not seem to return her friendly greeting, and some of them passed[1040] her by unnoticed. She followed them up the hall, not knowing whether to speak again or not. But no! She would not[1060] force herself upon them, for it was clear they did not wish to speak to her today. Of that she was sure.

At noontime[1080] a remark from a youth in her class, in answer to a friendly question to the effect that some people were[1100] winning unfairly, made Emily May angry, for she could not agree with him. She then walked away quickly as[1120] though just remembering some particular duty. She felt like weeping, yet she knew she really did not do[1140] anything wrong. Anyone among them would have willingly accepted every possible chance to boost the[1160] sales.

She was weary from her recent experiences and was in no mood for such foolish complaining. People[1180] always expected her to take full charge of all school affairs; to represent the school at all official meetings;[1200] to lead the singing of school songs; to look after class expenses and correct any excess; indeed, she was placed[1220] in charge of everything of any importance. But she was through! She would hand in her reports and not even[1240] explain further. In the future, someone else could carry on the work that she started. It was merely envy, of[1260] course, but it had gone too far; she would quit!

She was exceedingly glad when school was over for the day. With a queer[1280] feeling she watched her friends go home, none of them stopping to say a word to her.

"Emily May," called someone. She whirled[1300] about and there was Miss Williams, the Public Speaking teacher.

"Could you bring along a dress for the queen in the play?"[1320] went on Miss Williams, not noticing the look on Emily May's face. "I heard that your dresses were lovely and that[1340] you could bring from home all the dresses we needed for every character."

Emily May shook with emotion[1360] as she answered Miss Williams.

"We have, but I can't," she said brokenly. "I can't take any part."

"What do you mean?" asked[1280] Miss Williams, amazed at her reply.

"I would not tell anyone else a word of this for the world," said Emily[1400] May. And then she frankly told Miss Williams of her recent experience in the country where she had gone with Dick[1420] Taylor to sell tickets; of dressing up her young niece to increase her own sales, which surely could not have been wrong; and[1440] the way in which her schoolmates had treated her today.

Miss Williams was chuckling when Emily May finished telling[1460] her story.

"Just wait, my dear," she replied, "I am not consoling you, but I am sure you will want to take your part[1480] when you know—but there—I can't tell you any more, for it is a secret."

And with this puzzling yet cheering remark[1500] Miss Williams left her. (1504)

(To be concluded next month)

Curious Clippings

A dog stands on the curb and barks, a policeman's whistle blows, all traffic on Broad Street stops. The dog trots across the[20] street, turns and barks, then trots on. The whistle blows and traffic proceeds.

This is an everyday occurrence promptly[40] at 12:45 p.m. in Philadelphia. The dog is a chow, the policeman John Nugent. Where the dog[60] goes or where he comes from no one has been able to ascertain, but for four months he has appeared and barked for right[80] of way.

Reporters followed the dog one day. He turned back to watch them several times and then dashed into a blind[100] alley. When the reporters halted, the dog sat down and refused to lead on until they left. (116)

* * *

Roughly speaking, a man receiving $10,000 a year is receiving about ten cents a minute for[20] his working time; add to that the profit the firm is entitled to, and the minute-cost is higher. Other[40] salaries figure out in the same ratio: the $8,000 man, eight cents a minute, and so on. (59)

Key to the May O. G. A. Test

The habit of expecting great things calls out the best in us. It tends to awaken forces which, but for the greater[20] demand, the higher call, would remain latent.

Believe with all your heart that you will do what you were made to do.[40] Never for an instant harbor a doubt of it. Drive such a thought out of your mind, and keep only the thoughts or[60] ideals of the thing you are determined to achieve.

Live in the very soul of expectation of better things;[80] in the conviction that something large, fine, and beautiful will await you if your mind is kept in a creative[100] state and you fight up to your goal.. (106)—*Orison Swett Marden.*

Key to September's "Talent Teaser"

"Wet Weather" Men

From "Forbes" Magazine

Early this spring while motoring *along* a country road I noticed a beautiful little stream. It looked very much like[20] *one* of the many you see in the Western mountain country, which are fed throughout the year, and *year* after[40] year, by the melting yet inexhaustible snows of the higher altitudes.

A few days ago I *again* happened to be[60] driving along the same road. I remembered the little stream and rather anxiously awaited reaching it. I found where it[80] had been, but in place of the crystal-*clear* and swift water, I saw a dry, ugly gully.

It was[100] a "wet weather" *stream!* It had no reservoir to feed it in dry weather. There are men who work just[120] *like* that "wet weather" stream. Men who do excellent work so long as they are *told* what to do, but[140] just as soon as they are thrown upon their own initiative, they do not know which way to turn or[160] which hand *to* lift. And they usually blame the hot weather and want to attend the ball *game.*

A slow[180] stream, but ever-flowing, carves a deeper and more uniform *channel* than one which is swift but intermittent. So it[200] is with men. By forethought, study, and *application,* each one of us can build and fill a reservoir which will[220] supply the work and *incentive* to carry on in any kind of weather. (236)—*R. A. Long.*

The Oil of Business

From "Your Job"

By Harold Whitehead, of Boston University

Courtesy is the oil which makes the machinery of business run without squeaks, groans and grumbles.

Courtesy is[20] kindly politeness. If you are merely polite you are simply acting according to the usages of society.[40] Politeness is an artificial polish. Courtesy is the soul of that polish.

To cultivate[60] courtesy, then, guard against letting your action become mechanical. Make it a habit to do at least one[80] kindly act every day, and do it as early in the day as possible. It is astonishing how many[100] happy trifles one can do in a day by looking for them.

Do not demand or even expect courteous[120] treatment from others in return for courtesy given. Lack of courtesy in others is no excuse for[140] discourtesy from you.

Did you ever stop to consider that you can never be insulted unless you accept[160] an insult and the degrading position such acceptance places you in? A gentleman will not insult you[180]—no one else can.

Be courteous for your own sake. As your actions are, so you are. You can only expect a grunt[200] from a pig, but if a pig grunts at you it is no reason why you should grunt in reply. Don't be a pig.

Try this[220] tomorrow. Make it a special point to be courteous to everyone—everyone—you meet. At night go[240] over the kind of reception you had everywhere and the amount of courtesy others gave you. You will[260] never want to be other than courteous after such happy recollections.

A man was riding with a friend[280] in his car one evening. Every car that passed them lowered the glaring headlights and used the "dimmers." The man was[300] struck at this happening and exclaimed, "I never had that happen to me! People just go right by with their headlights[320] glaring you blind. I wonder what's the matter tonight?"

"I always use my dimmers first!" quietly remarked the friend.[340]

Refinement is the trait which most discloses good breeding. It is the polish of courtesy. Refinement is a[360] mental elegance, as disclosed by speech and action.

It is a testimony of good and broad reading and a[380] familiarity with the customs of social life.

To develop refinement, read well-chosen books on a[400] variety of subjects, read the classics, the newspaper editorials, leading (not necessarily[420] "popular") magazines. Avoid coarseness in speech, vulgar and exaggerated actions, and clothes which can "talk for[440] themselves." (441)

Did You Ever Hear, We Wonder—

—Of a man mortgaging his car to make a down payment on a home?

—Of any man who died poor[20] because he gave too much to charity?

—Of a boy who got into trouble because he listened to his mother's[40] advice?

—Of a business that failed because it was conducted too honestly?

—Of a man who complained much if he[60] was long-changed?

—Of a friendly man who was without friends in time of need?

—Of a grouch who had[80] people defending him behind his back?

—Neither have we. (89)

The Story of Uncle Sam's Money

By Walter O. Woods

Treasurer of the United States

[*This account of our Paper Currency has been adapted to the vocabulary of all students who have completed the eighth Chapter of the Manual. The words in italics here are the correct ones from the pairs in type in the shorthand plate. This is the first of a monthly series of plates of this type.*]

The Federal currency is the closest tie between the people and the Government. Every individual[20] in our land has a personal *interest* in the strength of the national *authority*, for the money[40] he has in his pocket represents his labor and his economy.

The strength of the Government that issues[60] the money the *citizen* possesses—that stands back of the currency, guaranteeing that it will be honored[80] on presentation—is clearly *indicated* by the willingness of the *citizen* to accept the currency.[100] The fact that each of several kinds of paper currency passes from hand to hand at par without any[120] *distinction*—without anyone's questioning whether one class is *preferable* to another—is the best evidence[140] that everyone has complete faith in the Government.

Experience has taught that the United States[160] Government keeps its promises. So far is that an accepted fact that the average person does no more than *observe*,[180] when paper currency is tendered, that it is an obligation of the United States. It is accepted[200] at par with no more than a casual glance at it.

Although there is a decided difference between one[220] class of paper currency and each of the other classes, it is probably true that but a small percentage[240] even of *otherwise* well-informed *citizens* could explain these differences.

There are five different kinds of[260] paper money now in current *circulations* gold and *silver certificates*, United States notes (commonly[280] known as "greenbacks"), national bank notes, and Federal reserve notes. If examined *critically* and the *inscriptions*[300] printed on each carefully read, it will be noted that each class differs from the others. The basis of each[320] of the five classes is different, but, as a result of the Government's *policy*, one class is worth the same[340] as each of the others.

A gold *certificate* is a Government due bill for a given sum in gold that the[360] holder may procure from the *Treasury* whenever he sees fit to call for it.

Although there are gold bills calling[380] for about *$1,700,000,000* outstanding in the hands of the public, the Treasurer[400] has the gold to pay every one of them. It would not embarrass the Government at all for every holder[420] to ask for the gold at the same time—it would simply mean a big job to count it out, for such a sum weighs[440] over 2,900 tons. As the gold is in hand to meet every outstanding gold *certificate*, it[460] is easy to see why the *certificate* is just as good as the gold itself. The Government simply holds the[480] gold in trust for the owner, *dollar for dollar*, safely kept, ready to be produced on demand whenever called[500] for.

But only about one one-thousandth part of the Government's holdings in gold is in the Treasury vaults. It[520] serves the purpose just as well—even better—to have it in the mints and assay offices, for it would be a[540] heavy expense to move it. The assay offices purchase the gold as it comes from the mines, and after it has[560] been sent to the mint and is made into coin it might just as well remain at the mint until the *certificate*[580] holder

wants it and asks for it. The Treasury will give the holder an order for the gold whenever he asks[600] for it.

The confidence felt by the *citizen* that the Treasury has the gold and will pay it if called for makes[620] him better satisfied to have the *certificate* than he would be to have the gold itself. (636)

(To be continued next month)

Short Stories in Shorthand

No Wonder!

Miss Wright: That character is written incorrectly. It should have been written with a hook.

Mary Davis: Well, no[20] wonder! I was writing it with a pen. (27)

Page the Repair Man

Russell to Dorothy (who has just finished writing on a typewriter in the library): I spell my name with two *l*'s.[20]

Dorothy: I know it, but I couldn't find the other *l*. (30)

Welcome, Stranger!

The office boy entered the sanctum of the small-town newspaper and said: "Say, boss, there's a tramp outside who says he[20] hasn't had anything to eat for six days."

"Bring him in," said the editor. "If we can find out how he does it[40] we can run this paper for another week." (48)

Why Use Airplane?

Traveler (about to board train at Buffalo): Where does this train go?

Conductor: This train goes to New York in ten[20] minutes.

Traveler: Goodness! That's going some! (28)

Long Distance?

Jones picked up the daily paper and was astonished to see an announcement of his death. He immediately[20] rang up a friend.

"Bill," said he, "have you seen the notice of my death in this morning's paper?"

"Yes," replied Bill, "where are[40] you speaking from?" (43)

An Unbroken Record

"Sam, are you ever fired with enthusiasm?"

"Yes, sah! from every job I ever tackles." (16)

Trends in Business Education Certification

(Continued from page 22)

ard" and "non-standard," "limited" and "unlimited" certificates are terms also used. The latter may refer to the type of schools in which the certificate is valid. Some states use both "certificate" and "license," referring by these terms to different types of certificates. "Permanent" and "provisional" or "probationary" often refer to certificates which are alike in the qualifications exacted and the kind of school and territory in which they are valid, but different in duration. First-, second-, and third-grade certificates usually represent varying grades of qualifications and experience exacted, but belong to the same class as to kind of schools and territory in which they are valid.

"Professional," "state," "professional normal," "college diploma" and other designations are used for certificates representing varying degrees of scholarship peculiar to the state in which they are issued but representing no widespread uniformity of practice.

Lack of Uniformity Retards Reciprocity Between States

Certificates are classified in various ways in the different states. The most common forms of classification are (1) according to the class of schools or grade of work for which they are issued and in which they are valid; (2) according to the degree of scholarship which they express as determined by grades made and number of subjects included in an examination; or by the number of years' credits, or hours of academic or professional training indicated on the credentials presented; (3) combination of scholarship and class of schools or work; such as temporary and permanent certificates for high schools, for special subject and for supervision, or first- and second-grade certificate for each. Successful experience is an important factor in the requirements for the higher grades of certificates in most states.

The lack of uniformity in the naming and the requirements for certificates accounts for some of the difficulty in securing a more general and equal system of exchange or recognition of certificates among states. Twenty states, the District of Columbia and Alaska do not endorse or validate certificates from other states, but require the applicant to present original documents from the institution or institutions in which his training has been obtained as the basis for granting certificates to out-of-state applicants. Two of these states (South Dakota and Washington)

accept such documents upon the condition that the state presenting them will honor similar papers from their residents. Some states endorse certificates from other states, provided they have been issued upon requirements similar to their own, and some issue only temporary certificates on the basis of out-of-state certificates.

Trend is Toward "Specialized" Certificates

With the coming of higher standards of certification, the old and generally accepted idea that a teacher who possessed a certificate valid in secondary schools was also qualified to teach in the elementary schools is waning and in its place is the tendency to require specialized professional training for certificates to teach in secondary grades. Within the secondary field there is also growing a tendency toward specialization. Special certificates for teaching in junior high schools, usually designated as junior high school certificates or intermediate certificates, are becoming increasingly recognized and demanded.

Besides the very evident tendency toward requiring specialization in stated academic subjects to be taught, courses in secondary education, in high school methods as prescribed in departments of education or teacher-training institutions, and practice teaching in high school subjects or in high school subjects taught are required for certificates to teach in secondary grades in a number of states.

While the tendency toward specialization as between elementary and secondary teaching is growing, and there is less tendency than formerly to issue a blanket type of certificate good in both secondary and elementary schools, the idea that a certificate issued for high school grades should be valid also to teach in elementary grades still apparently persists in a number of states. Consequently, there are more "high school certificates" valid in elementary schools than there are "elementary certificates" valid in secondary schools.

Teachers' Certificates

(*Concluded from page 20*)

Eleanor Kennedy, Swarthmore, Pennsylvania
Clarice Mae Kirk, Philadelphia, Pennsylvania
Hazel Knowles, Waterloo, Iowa
Ruth E. Konkle, Drexel Hill, Pennsylvania
Frederick Kruger, Springfield, Massachusetts
Emma B. Kuschel, Cedar Falls, Iowa
Elizabeth E. Ladeau, Springfield, Massachusetts
Christobel E. Lampshire, Springfield, Massachusetts
Mrs. T. L. Lankford, Lynchburg, Virginia
Max R. LeRoy, Montreal, Quebec, Canada
Sister M. Liboria, C.P.P.S., O'Fallon, Missouri
Louise Margaret Liebl, Northampton, Massachusetts
Warren Lindquist, Springfield, Massachusetts
Bonnie Catron Lindsey, Knoxville, Tennessee
Marie E. Long, Buffalo, New York
Sister Mary Luke, R.S.M., Cincinnati, Ohio
Elizabeth A. MacMillan, Victoria, British Columbia, Canada
Mrs. J. W. Macon, Memph's, Tennessee
Ivie W. Mann, Bangor, Maine
Alice L. Maranville, Springfield, Massachusetts
John McCaughney, Springfield, Massachusetts
Sister St. Margaret Maureen, C.N.D., Montreal, Quebec, Canada
Olivia E. McKnight, Springfield, Massachusetts
C. Keith Miller, Springfield, Massachusetts
Mother Sebastian Minicucci, New Orleans, Louisiana
Charles F. Moore, Jr., Bangor, Maine
Agnes L. Moriarity, Springfield, Massachusetts
Evelyn Mullin, Oklahoma City, Oklahoma
Ruthe L. Nevius, Cedar Falls, Iowa
Shannon Newman, Corpus Christi, Texas
Virginia K. Nicholson, Oaklyn, New Jersey
Mrs. Mary J. Nightengale, Washington, District of Columbia
Catherine T. Nolan, Springfield, Massachusetts
Anna Elizabeth North, Vancouver, British Columbia, Canada
Elisabeth L. Outhouse, Springfield, Massachusetts
Florence M. Palmer, West Palm Beach, Florida
Alice Peterson, Springfield, Massachusetts
Sister St. Philip of the Saviour, Newcastle, New Brunswick, Canada
Natalie Platoff, Philadelphia, Pennsylvania
Zena Platoff, Lansdowne, Pennsylvania
Louise Potter, Jacksonville, Florida
Enrique G. Prieto, Tamaulipas, Mexico
Vera A. Rantanen, Northampton, Massachusetts
Lillian Rathke, Springfield, Massachusetts
Frederick S. Rawlinson, Moose Jaw, Saskatchewan, Canada
Geraldine A. Reed, Villisca, Iowa
Marcella E. Refshauge, Cedar Falls, Iowa
Dorothy Reynolds, Springfield, Massachusetts
Hendrica Riepsamen, Saskatoon, Saskatchewan, Canada
Philomene Robichaud, Montreal, Quebec, Canada
Helen W. Rose, South St. Paul, Minnesota
Ursula Dorene Rowe, Orono, Maine
Leon Rubin, Philadelphia, Pennsylvania
Thelma C. Russell, Winnipeg, Manitoba, Canada
Mrs. Sara D. Ryland, Camden, Alabama
Laura Salerni, Springfield, Massachusetts
Lucy Sandell, Toronto, Ontario, Canada
Frances M. Sandven, Thor, Iowa
M. Savage, Springfield, Massachusetts
Arnold E. Schneider, Cedar Falls, Iowa
Sara I. Schwenk, Norristown, Pennsylvania
Virginia Shapiro, Springfield, Massachusetts
Mary Shaser, Cedar Falls, Iowa
Mildred C. Sheppard, Germantown, Pennsylvania
Celma L. Siegel, Colorado Springs, Colorado
Mrs. Edwina Simmons, Tulsa, Oklahoma
Jane Sloan, Dallas, Texas
Anne F. Smethurst, Springfield, Massachusetts
George D. Smith, Springfield, Massachusetts
Helen M. Smith, Springfield, Massachusetts
Marion T. Soroka, Springfield, Massachusetts
Mrs. Olive Meador Sparks, Bowie, Texas
Isabel M. Steele, Springfield, Massachusetts
Georgette Steffek, Springfield, Massachusetts
Virginia DuPree Stephens, Nashvil'e, Tennessee
Jeane Stevenson, Springfield, Massachusetts
Emillie A. Suboczewski, Northampton, Massachusetts
William H. Sudell, Philadelphia, Pennsylvania
May Sullivan, Springfield, Massachusetts
Catherine Sweatt, Springfield, Massachusetts
Lucile Tarbox, Springfield, Massachusetts
Fannie Mae Taylor, Orange, Texas
Frances Travoska, Springfield, Massachusetts
Barbara Trierweiler, Buffalo, New York
Katherine Upson, Springfield, Massachusetts
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Charlotte M. Urban, Woodbury, New Jersey
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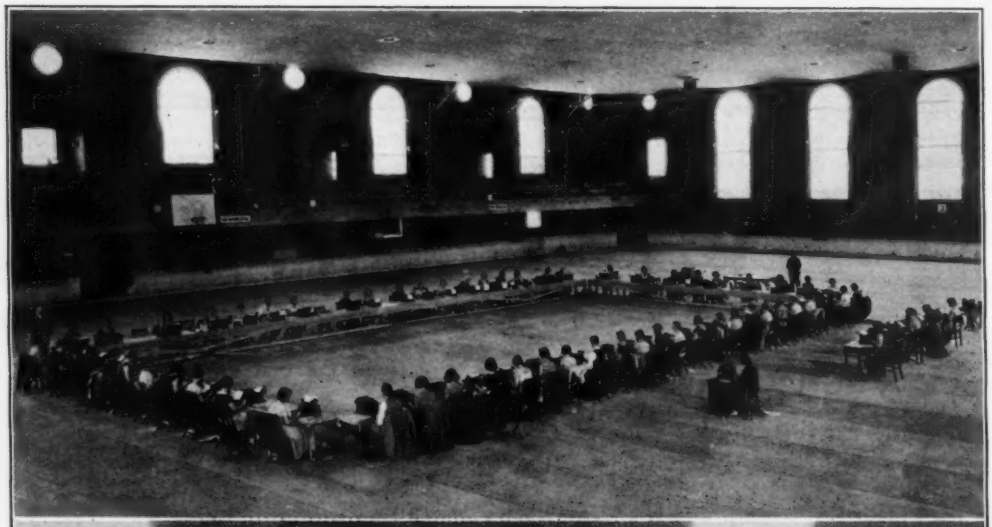

Courtesy W. C. Maxwell, Illinois Contest Manager

(Above) An Advanced Typing Event at the Illinois State Commercial Contest at the University of Illinois, May 14, 1932. (Below) Mrs. Ruth Hawkins, instructor at Harrisburg High School, receiving Governor Emmerson Grand Prize Trophy from Dean Allen J. Harno, Provost of the University of Illinois